

**FACTORS AFFECTING TEACHER MORALE UNDER
TRASHIGANG DISTRICT IN BHUTAN**



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OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF EDUCATION
(EDUCATIONAL MANAGEMENT)
FACULTY OF GRADUATE STUDIES
MAHIDOL UNIVERSITY
2008**

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Thesis
Entitled

**FACTORS AFFECTING TEACHER MORALE UNDER
TRASHIGANG DISTRICT IN BHUTAN**



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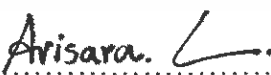
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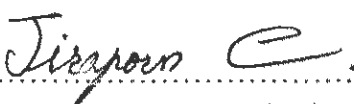
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ABSTRACT

The purposes of this study were to search for the overall level of teacher morale under Trashigang district in Bhutan and to compare the teacher morale based on individual factors such as age, gender, level of education, year of experience, and initial career goal; and organizational factors such as school level, school size, and school setting. The research sample was 194 Bhutanese teachers from 31 sampled schools. This quantitative study was conducted using a survey-design method. The *Purdue Teacher Opinionaire* was adapted and used to measure factors contributing to teacher morale. The data collected were statistically analyzed using descriptive statistics such as frequency, mean, standard deviation, and percentage; and the inferential statistics such as student *t*-test and one way ANOVA (Analysis of Variance). To pinpoint significant differences between all possible pairs of values of a factor variable, Post Hoc multiple comparisons test was conducted using Fisher's LSD (Least Significant Deviation). The hypotheses were tested using the confidence level of 0.05.

The findings indicated that the overall level of teacher morale under Trashigang district in Bhutan was moderately high. While rapport among teachers had the highest level of teacher morale; transfer and deployment policies had the lowest level of all the 10 different morale factors. Teacher salary [incentives], community support of education, and community pressure were measured at the moderate level. When teacher morale was compared with individual and organizational factors, teachers' age, level of education, years of experience and initial career goals were found to be statistically significant differences.

It is recommended that the concerned authorities establish a system to raise the status or the recognition of the teachers among the people in the community. They should consider implementing the transfer and deployment policies fairly and coherently. They are recommended to consider ways to include some supplements to teacher salaries and to provide fair and adequate training opportunities to teachers. They should also provide teachers with adequate teaching learning materials like library facilities and resources with spacious classrooms. Principals need to improve their ability to enable teachers to act more proactively and vivaciously. They should educate the people in the community and make them understand the necessity of their support for their children's education.

KEY WORDS: TEACHER MORALE/ MORALE FACTORS/ INDIVIDUAL/ ORGANIZATIONAL/ TRASHIGANG BHUTAN

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CHAPTER 1

INTRODUCTION

1.1 Background and significance of the problem

From the start of the First Five Year Plan (1st FYP) in 1961, the education system in Bhutan began, addressing basic educational needs and developing the human resources required for the socio-economic development of the country. Within a period of four and half decades, the Royal Government of Bhutan has been able to create the modern education system with the introduction of Bhutanese curriculum at the basic education levels (grades PP-XII). The number of schools has increased from 11 prior to 1950s to 489 in 2006 with the increased enrolment from 400 to 146,524 students (PPD, 2006). According to the Population & Housing Census Fact Sheet-2005, the coverage of primary education has reached 72% with the country's literacy rate of 59.8%. Furthermore, many situational changes in the system have been taking place in an endeavor to develop a more relevant system of education.

The fast and ever-changing social milieus, however, have posed new challenges for educators all over the world and in each passing year, the educational management gains new dimensions. In Bhutan, assuring the provision of quality education to the children in schools has been one of the challenges. The National Report on the Development of Education (2004) shows that the achievement of the literacy and numeracy at class VI level was very poor, with the mean score of literacy as 26 and the numeracy as 23.08 out of 50; which is not so strong as per the international standard.

Furthermore, the common slogan of the people that “*The quality of education is deteriorating,*” has become an issue, not only among the public and educationists but also in national forums such as the Cabinet Meetings and National Assemblies.

The 86th session of National Assembly, 2006, discussed the matter at great length. Subsequently, the office of the Prime Minister issued an executive order that states:

The Royal Government of Bhutan is committed to put all necessary resources to the education sector, and if the need be will even cut or divert funds from other areas or borrow from other sources. The government will continue to support and provide the highest priority for the education of Bhutanese children... (Kuensel: 24 August, 2006).

To address the concern above, the State of Education Report (2006) launched during the 10th Annual Education Conference looks at the factors affecting the quality of education. According to the report, there are several factors affecting the quality of education. They are inappropriate curriculum, teacher quality, teacher morale, low standards of English, lack of refresher course for teachers and principals, the deployment and transfer of district education officers, principals and teachers are not in line with the deployment policy, and remoteness of many schools (Kuensel: 9 February, 2007).

Of all the factors that determine the quality of education, teacher is undoubtedly, seen as the most dominant one by the majority of people in Bhutan. Studies reveal that it is on teacher's personal qualities and character, his/her educational qualification and personal competences, and above all his/her morale that the successes of all educational endeavors must ultimately depend. Teacher is the basis of schooling & learning; and the morale of that teacher has an effect on every aspect of the educational process (Houchard, 2005). No matter how many expert teachers that a school has, if they lack good morale they will never work efficiently. Thus, DeBruyne (2001) rightly says that working to maintain or improve the morale of the teaching staff plays an important role in creating and maintaining an environment that is conducive to learning. It should be noted that a teacher's attitude—whether good or bad—trickles down to the students.

Ironically, there are a few or no studies done on the teacher morale in Bhutan. The researcher hardly finds any resources on teacher morale from Bhutan. Whitaker, Whitaker & Lumpa, 2000 (cited in Houchard, 2005) also found it surprising that books on teacher morale were almost nonexistent given that high teacher morale applies to and is so critical to every school. Perhaps, morale has not been thought of as a recommendation for improving education. Houchard (2005) said that morale was

not a significant part of school improvement in the past because of the unclear definition and understanding of morale.

Redefer, 1959; Smith, 1976; Williams, 1986; and Rempel & Bentley (cited in Houchard, 2005) all agreed that the phenomenon of morale was recognized as a powerful force and was greatly discussed but little understood and difficult to define in unequivocal terms. Most researchers on teacher morale agree with the fact that 'morale' is an intangible element that is difficult to define or describe.

As mentioned above, morale is generally acknowledged in the psychology, management, and human relations literatures as a crucial factor leading teacher effort and thus determining overall school performance (Howitt, 2002). Most of the researches shared the concept that the morale is a vital ingredient in the success of every human enterprise (Houchard, 2005). It is a psychological concept that influences individual as well as group. Mendel's study (cited in Valentic, 2005) defines teacher morale as a feeling, state of mind, and a mental and emotional attitude toward one's profession.

Another study by Washington and Watson (cited in Houchard, 2005) defines morale as the feeling an employee has about his job based on how the worker perceives himself in the organization; whether or not the organization meets that person's needs and expectations. Furthermore, Bentley and Rempel (1980) conceptualize morale as "the professional interest and [a spirit of confidence or enthusiasm] that a person displays towards the achievement of individual and group goals in a given job situation".

Black (2001), in her *American Board of Journal* article states that there is a link between teacher morale and student achievement. She found that when teachers feel good about their work, students' achievement rises. However, when teacher morale sinks, achievement drops and other problems come to the surface. The students' achievement is directly related to the quality of education. The higher the students' achievement the better is the quality of education. Thus in principle, it can be said that if teachers in school attain high morale with adequate job satisfaction, they will be in a position to fulfill the educational objectives and national goals. In particular, it can affect the student learning, the health of the school, and most importantly, the health of teachers themselves.

Miller (cited in Lumsden, 1998) rightly discusses that increased in teacher morale will mean that teachers will enjoy teaching and the students will enjoy learning. Furthermore, a study by Mendel (cited in Valentic, 2005) feels that low morale can lead to decrease in teacher productivity or even burnout, “which is associated with a loss of concern for the detachment from the people with whom one works, decreased quality of teaching, depression, greater use of sick leave, effort to leave the profession, and a cynical and dehumanized perceptions of students”.

Realizing the importance of teacher morale in the provision of quality education, the researchers in Bhutan very recently took to interest on the subject. Dorji, (Kuensel: 29 June, 2007) a lecturer in Paro College of Education, studied teacher morale and reveals that the teacher morale in Bhutan was rather low. The study says that although one of the big blows to the morale of teachers was monetary benefits, there were other factors like heavy workloads, lack of professional enhancement, and lack of career prospective. Similarly, the study on “Job Satisfaction of Primary Teachers under Samtse District in Bhutan” by Dorji (2007) found that, although, the overall job satisfaction was at the satisfied level; there were a few aspects such as salary, image of the job and career advancement with which teachers expressed dissatisfaction.

Contrastingly, however, the finding of a recent teacher quality study: *An enquiry into Teaching as a Profession in Bhutan*, jointly conducted by Center for Educational Research and Development (CERD), Ministry of Education (MoE) and the Royal University of Bhutan (RUB) (Kuensel: 12 August, 2007) found that the morale of Bhutanese teachers was not as discouraging as was commonly thought. The research revealed that more than 90% of principals, 89% of teachers and district education officers were satisfied with their job, level of cooperation at the work place, administrative support, school culture and environment. Thus, this paper intended either to consolidate or to refute their findings on the level of teacher morale taking Trashigang district as a sample study.

As Bennell (2004) puts, “teaching has become employment of last resort among university graduates and secondary school leavers in many countries”, teaching in Bhutan was often seen as a profession for the people who do not get jobs in other government sectors. *The Australia’s Teachers: Australia’s Future* report

(DEST 2003: 23, 30) rightly argues, “Many potentially fine teachers are dissuaded from joining the (teaching) profession by perceptions of low status and relatively poor remuneration” (cited in Mackenzie, 2007). While some potentially fine teachers in Bhutan seem to dislike, or even despise the teaching profession, those who are already in the profession, seem to be greatly frustrated thus, making way out to other professions. This was evident in the latest incident of our teachers switching professions.

In 2006, thirty teachers left for other jobs and forty of them resigned, as reported by the Education Minister in the 87th Session of National Assembly (Kuensel: 16 June, 2007). It cannot be forecasted how many teachers will leave their profession in the years ahead with the transition of government from the absolute monarchy to the constitutional democratic monarchy; because by then people will have more job options to change their professions both in politics and in other sectors. The core problem here seems to be the morale of teachers being low in the Bhutanese society, as evident from the recent studies on the subject by Dorji, (2007), as have been mentioned.

Andain, 1990; Black Bourne, 1990; Garner, 1985; Gold, 1990; Hofkins, 1990; Rafferty & Dore, 1993 (cited in Houchard 2005: 14) say that “Low morale, job related stress, teachers leaving the vocation, and recruitment problems have continued to grow over the last few decades and have collectively been identified as symptoms of demoralization of educational profession”. The educational profession in Bhutan seems to be undergoing the same phase of era now.

“Teaching demands hard work unlike many other civil service jobs. Moreover, many see us as someone who could not get a job elsewhere,” said Chador, a teacher (Kuensel: 16 June, 2007). He said that he would be resigning in a year or two because of the work pressure. If this was a typical image and attitude of teachers, there would be fewer people interested to teach in future. Moreover, there would be a forlorn hope of achieving quality education if the system continues to lose experienced and talented teachers. Consequently, the global objective of providing “Education for All” and the nation’s aspiration towards “Gross National Happiness” will ultimately be in jeopardy.

Recognizing this as an imminent problem, the recent 87th Session of National

Assembly on 13 June, 2007, reached a unanimous decision to approve of a set of financial incentives to teachers to attract, motivate and retain them in the profession to improve the quality of education. However, many people in Bhutan wonder whether the teacher's morale was really affected by the extrinsic rewards like financial incentives only, rather than intrinsic rewards such as teacher status in the eyes of the society and so on.

Therefore, the researcher personally felt that a study on the morale of teachers was the most pressing need of the hour in Bhutan. It is of particular importance to understand clearly, the core aspects of teacher morale. This in turn could possibly help revealing the valuable information to aid instructional leaders in improving the morale of teachers as well as enhancing the school climate and students' achievement (Houchard, 2005).

The researcher, being an assistant education officer in Trashigang district, was particularly interested to study the degree of teacher morale in his district with the related factors that affect or boost it. The remarkable reasons that the researcher considered to do this study in Trashigang district were: (1) By residential registration, Trashigang is the largest district in the nation, (2) It holds the maximum number of schools in the nation, (3) It has proportionate distribution of schools of various levels and in different settings; and (4) it covers more teachers of various educational and personal backgrounds.

The findings of the study were aimed to help the government and the agencies concerned, devising strategies to motivate good people to join the profession and retain those who were already in the profession, as Bluett & McMurdo, 1998 (Rocca, & et al., 2001) precisely argued in their study on teachers burnout and job satisfaction of secondary teachers among Victorian schools. Moreover, the findings may be used in studies to investigate how morale affects professional performance and the students' achievements more widely.

1.2 Research questions

The researcher first, endeavored to define teacher morale. Then, to measure and compare its level among the teachers in Trashigang district, taking into account

the notable factors affecting their morale. In specific, the questions that researcher attempted to answer in the study were:

1.2.1 To what extent did teacher morale vary as exhibited by teachers under Trashigang district in Bhutan?

1.2.2 What were the significant differences of teacher morale among teachers under Trashigang district compared by their individual and organizational factors?

1.3 Objectives of the study

This study was to research on morale of the Bhutanese teachers under Trashigang district in Bhutan. The specific objectives were:

1.3.1 To determine the level of teacher morale under Trashigang district in Bhutan.

1.3.2 To compare teacher morale under Trashigang district in Bhutan, by their individual and organizational factors.

1.4 Research hypotheses

This study was to examine the overall level of teacher morale under Trashigang district in Bhutan by adding up the morale aspects identified by the *Purdue Teacher Opinionaire* such as: teacher rapport with principal; rapport among teachers; satisfaction with teaching; teacher salary [incentives]; teacher workload; teacher status; community support of education; community pressure; school facilities & services; and [transfer & deployment policies].

The researcher assumed that there were significant differences between teacher morale under Trashigang district, based on the individual (socio-demographic) and organizational factors. In specific, the researcher assumed that:

1.4.1 The teacher morale was statistically different by their individual factors such as age, gender, level of education, year of experience, and initial career goal.

1.4.2 The teacher morale was statistically different by their organizational factors such as school level, school size, and school setting.

1.5 Scope of the research study

The study was focused on finding out the level of the teacher morale in relation to the various individual and organizational factors that affect the teacher

morale. Out of 354 Bhutanese teachers of primary and secondary schools, the study included only 194 of them; working in different schools under Trashigang district in Bhutan;

To understand the phenomenon and to identify the variables of teacher morale clearly, the researcher has reviewed a few prominent motivation theories [As put under the chapter 2]. The Herzberg's Two-Factor theory, Maslow's Hierarchy of Needs theory, ERG theory of Alderfer, McClelland's Acquired Needs theory, Equity theory of Adam, Vroom's Expectancy theory, and McGregor's theory of X and Y; that all shed light on factors affecting teacher morale. Furthermore, the researcher has reviewed some findings of studies done by various researchers that support the motivation theories above.

1.6 Research contributions

1.6.1 It was expected that this study would result in recommendations to education authorities in Bhutan and policy makers to boost teacher morale.

1.6.2 An important part of this study would be its utility by the concerned authorities at the school level to enhance teacher morale.

1.6.3 The study would indirectly address ways to attract or retain able and well-qualified people to teaching profession.

1.6.4 The researchers would gain insights into aspects of teacher morale in schools.

1.7 Limitations of the study

1.7.1 Research in all 20 districts in Bhutan, covering all the schoolteachers was not possible due to time and financial constraints. Therefore, the study was limited to Trashigang district (the largest district in the country with 60 schools), covering 354 Bhutanese teachers from 14 secondary schools and 46 primary schools.

1.7.2 Furthermore, as most of the schools were in remote places where the road and telecommunication were not accessible, the researcher was unable to cover the whole population due to the time and budget constraints. Therefore, the study was limited to a few sample schools that covered teachers of schools in different settings proportionately.

1.7.3 The research data collected from these teachers in Trashigang district only may not be justifiable to generalize the result of the research to the whole nation. However, the results would serve as bases for researchers on teacher morale in schools.

1.8 Definition of the key terms

School refers to an organization where teachers are employed to guide and direct the learning experiences to students.

Teacher is referred to a Bhutanese employee, who guides and directs the learning experiences of students in an official educational setting (schools). This person holds teaching certificates from the Colleges of Education, Paro and Samtse.

Individual factors: The researcher considered the age, gender, level of education, year of experience, and initial career goal as the individual factors related to teacher morale in Trashigang.

Age: Chronological age, measured in ratio scale that denotes a number of years a respondent lived.

Gender refers to the sexual identity of the respondents. In this study, dichotomy of male and female will be used and assigned the value 1 and 2 respectively.

Level of education means the highest graduation obtained by a teacher. In this study, three levels of education are specified namely post primary, (Primary Teacher Certificate/ Zhungkha Teacher Certificate), B.Ed, (Bachelors in Education), M.Ed (Masters in Education), and assigned the value of 1, 2, and 3, respectively.

Year of experience refers to the number of years that the teacher served in teaching profession. It will be measured in real years that teacher has spent in teaching profession.

Initial career goal means the teacher's career aspiration before joining the teaching profession. Here the researcher categorized it into four: 1) Joined teaching out of genuine interest, 2) Joined teaching because of somebody's compulsion, 3) Joined teaching out of no options, and 4) others such as vacation, teaching allowance, social status and grades, and continuous learning.

Organizational factors: The factors like school level, school size, and school

setting were taken as organizational factors for this study.

School level means the type of school. In this study, the researcher has grouped the schools into two levels namely primary and secondary. Schools with classes PP-VI were grouped as primary and schools with classes VII-XII or classes PP-XII were called secondary, and assigned the value 1 and 2 respectively.

School size means the number of students' enrolment in the school. The researcher in this study has grouped the schools into two sizes: large and small to suit the small sample of the study. The schools having less than or equal to 300 students were categorized as small; and schools with 301 and above were categorized as large, and assigned the value of 1 and 2 respectively.

School setting is referred to the geographical location of school; namely urban (located in town or city and located in place connected by motorable road), rural (located away from the road with walking distance of 3 hours and beyond). For the convenience of the study, the researcher has assigned the value of 1 and 2 respectively.

Teacher morale referred to in this study (Kathleen, 2005) are the feelings a teacher has about his/her job based on how he/she perceives himself/herself in the organization whether or not the organization meets that teacher's needs and expectations. Teacher morale in this study was measured using 10 factors teacher morale of the *Purdue Teacher Opinionaire* designed by Bentley and Rempel, 1968 (cited in Houchard, 2005). The following is the brief description by Bentley and Rempel (1980) of the 10 factors included in the *Opinionaire*: **Note:** [The factor of curriculum issues was replaced by teacher transfer and deployment policies as relevant in the study].

1. Teacher rapport with principal deals with the teacher's feelings about the principal, his professional competency, his interest in teachers and their work, his ability to communicate, and his skill in human relations.

2. Rapport among teachers focuses on a teacher's relationship with other teachers. The items here solicit the teacher's opinion regarding the cooperation, preparation, ethnics, influence, interest, and competency of his peers.

3. Satisfaction with teaching pertains to teacher relationships with students and feelings & satisfaction with teaching. According to this factor, the high morale

teacher loves to teach, feels competent in his job, enjoys his students, and believes in the future of teaching as an occupation.

4. Teacher salary [incentives] pertains primarily to the teacher's feelings about salaries and other incentives policies. Were salary and incentives based on teacher's competency? Did they compare favorably with salaries and incentives with other school systems? Were salary and incentive policies administered fairly and justly? Did teachers participate in the development of these policies?

5. Teacher workload deals with such matter as record keeping, clerical work, "red tape," community demands on teacher time, extra-curricular load, and keeping up to date professionally.

6. Teacher status samples feelings about the prestige, security, and benefits afforded by teaching. Several of the items refer to the teaching to which the teacher feels he is an accepted member of the society.

7. Community support of education deals with the extent to which, community understands and is willing to support a sound educational program.

8. Community pressure gives special attention to community expectations with respect to teacher's personal standards, his participation in outside school activities, and his freedom to discuss controversial issues in the classroom.

9. School facilities and services have to do with the adequacy of facilities, supplies and equipment, and the efficiency of the procedures for obtaining materials and services.

10. Transfer and deployment policies pertain to teacher's feelings about the transfer and deployment policies of the government. Were teachers deployed proportionately? Did they get transfer in time? Did they feel that the teacher transfers are done fairly and justly?

1.9 Conceptual framework

According to the concept, definitions, related studies and motivation theories from the literature review, the researcher has set up the study conceptual framework as independent and dependent variables as follows:

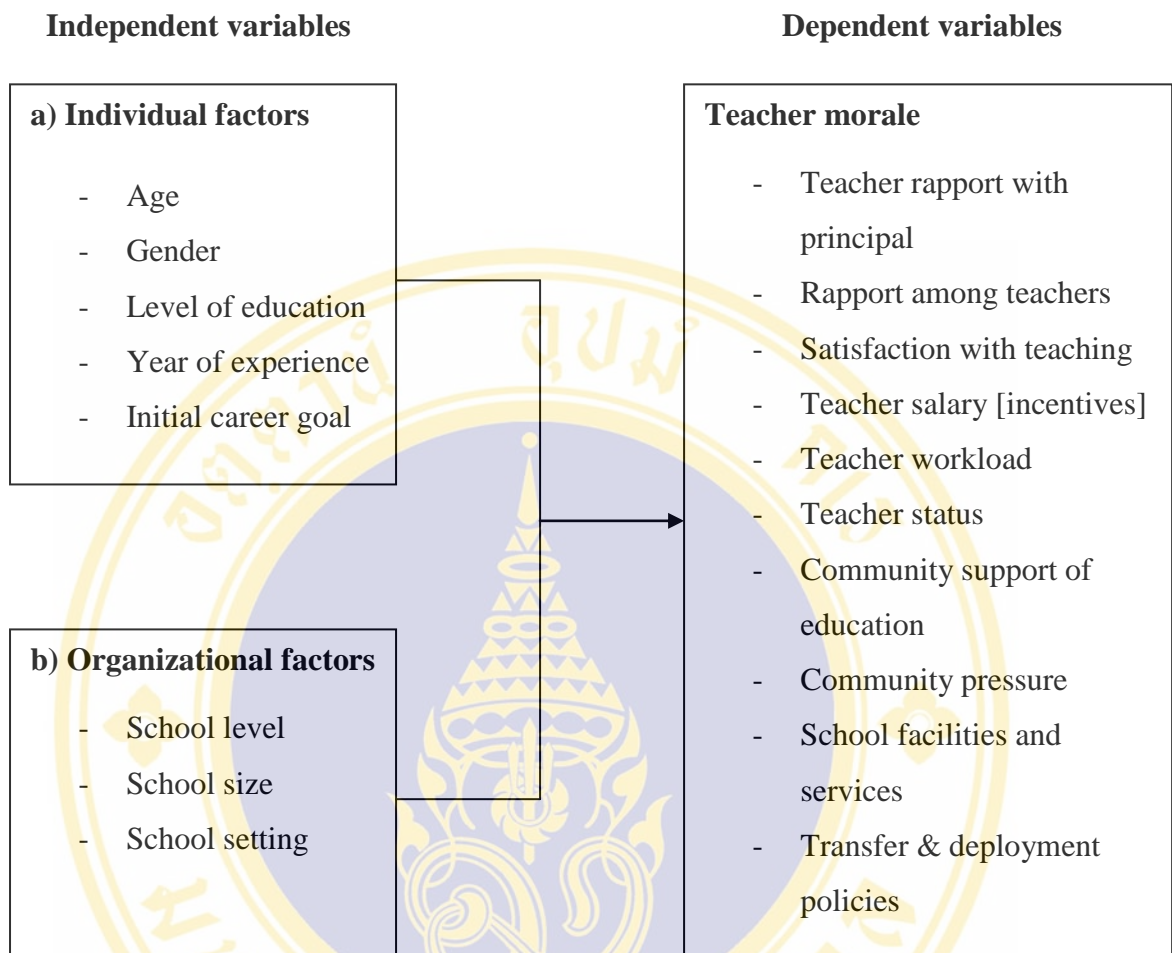


Figure 1.1 Conceptual framework

CHAPTER 2

LITERATURE REVIEW

The primary sources of literature for this study were the related books & journal articles from the university's library and leading academic journals and scholarly literature retrieved online from JSTOR Archive. Besides, a search of the World Wide Web yielded several other articles related to the topic. The researcher also used a few secondary sources quoting other's work from the primary sources. The chapter on literature review is presented in the following sequence for the readers' convenience:

2.1 Background Study

2.1.1 The country and people.

2.1.2 The education system in Bhutan

2.1.3 Trashigang district

2.1.4 Evolution of the teaching profession in Bhutan

2.1.5 Measures taken to improve teacher morale and status

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2.2 Concept and definitions of morale

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2.2.2 Morale, job satisfaction and motivation

2.2.3 What motivates teacher morale

2.3 Motivation theories

2.3.1 Content theories

2.3.2 Process theories

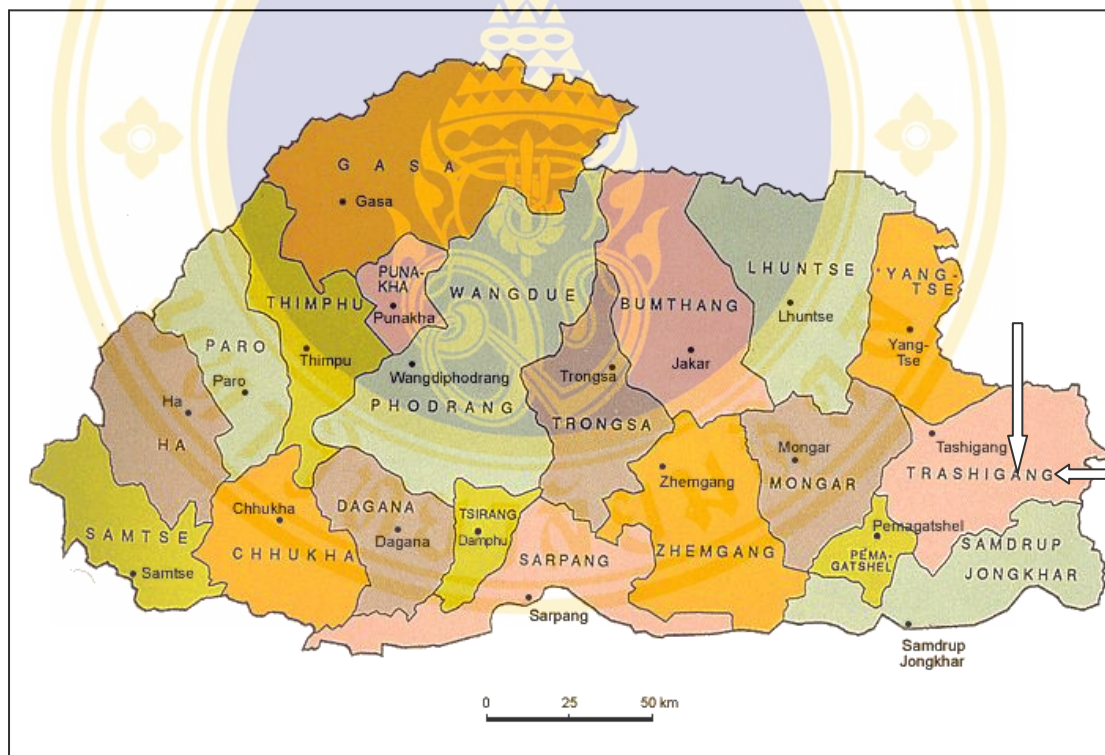
2.3.3 Reinforcement theories

2.3.4 Other related theories

- 2.4 Related factors that affect teacher morale
- 2.5 High and low morale
- 2.6 Measuring teacher morale
- 2.7 Related studies
- 2.8 Documentation and studies related to variables
 - 2.8.1 Independent variables
 - 2.8.2 Dependent variables

2.1 Background study

2.1.1 Country and people



Source: www.amicusfoundation.org/amicus-2/about-bhuta...

Figure 2.1 Map of Bhutan

Hidden deep in the folds of the Great Himalayan Mountains for years, Bhutan developed its own civilizations. The population of about 672,425 people (Population and Housing Census, 2005), living in close harmony with nature, evolved a unique identity, derived largely from a rich religious and cultural heritage. Today, the world

is seeing many exotic aspects of this kingdom.

Historically, Bhutan is an ancient country with no background of colonial rule by any power. However, many eminent Buddhists from the neighboring countries visited the nation and spread their teachings. One prominent figure was the Indian saint, Padmasambhava who visited the country in 8th century. He was the first historical figure who spread Buddhism in Tibet and in Bhutan. Langchen Pelkyi Singye, the disciple of Padmasambhava, Damchen Dorji Legpa, Mila Repa (1052-1135), Pha Dampa Sangay, Machig Labdron and Karmapa Chokyi Dragpa (1110-1193) were a few notable teachers recorded in the history to have come to Bhutan during the 11th-12th century.

In the 13th century, Phajo Drugom Zhigpo (1154-1252) visited the country as prophesied by his spiritual teacher in Tibet. It was he, who founded the state religion, the Drukpa Kagyu. He established many sacred monasteries and temples from where he could spread his teaching. Later, his descendents established themselves as religious elite and spread Drukpa Kagyu throughout the nation. Thus, he and his descendents influenced the development of social, cultural and religious life in Bhutan.

In the 17th century a great religious teacher from Tibet, Shabdrung Ngawang Namgyal (1594–1652) came to Bhutan. He unified the country and established the foundations for National Governance and the Bhutanese identity. His legacy was the dual system of government - the temporal and theocratic - with Je Khenpo (chief abbot) as the religious head and the 'Desi' as the temporal head. The dual system of government, however, ended in 1907 when Sir Ugyen Wangchuck (1862–1926) was elected as the first hereditary king of Bhutan by popular consensus. Since then, five successive hereditary kings have ruled the country. In 2008, the country is undergoing a historical change from an absolute monarchy to the constitutional democratic monarchy.

Bhutan opened its door to the outside world with its joining the United Nations in 1971. Since then, it prudently pursued its socio-economic development, and within a short time, development progressed rapidly moving from medieval to 21st century social and economic conditions. A comprehensive network of roads, schools and hospitals, a modern telecommunication system, increasing contact with

the international community, urbanization, and a growing private sector are some of the developments, which have occurred in the last 40 years.

The Royal Government of Bhutan is currently pursuing a development strategy that aims to nurture people's spiritual and emotional well-being than merely materialistic economic growth. Bhutan's unique path of development has been crystallized in the term "Gross National Happiness" (GNH). Education has been given the topmost priority in the development effort of the country and most importantly as a means to achieve GNH.

Although it is generally agreed that Drukpas are the indigenous people of Bhutan there are mainly three large ethnic groups: the Ngalops, Sharshops and Lhotsampas. The Ngalops are similar to Tibetans, Shartshops resemble to some extent the Indo-Burmese tribes whereas the Lhotsampas are of Nepali origin. The Sharshops are mainly settled in the east, Ngalops in the western part and the Lhotsampas in the south. Although the state religion is the Kagyudpa sect of Buddhism, Hinduism is practiced in the southern part of the country. The Ngalops and Shartshops are Buddhists and Lhotsampas are mainly Hindu, while a few are Buddhists or practice other religions.

Most people in Bhutan strongly believe in the 'Four Noble Truths' as sermonized by Lord Buddha during his time. According to the Lord Buddha, our life is full of sufferings; and these sufferings are caused by cravings. However, the sufferings can be overcome and happiness attained by following the Noble Eight-Fold Path that consists of perfect understanding, perfect thought, perfect action, perfect speech, perfect livelihood, perfect effort, perfect mindfulness, and perfect concentration. Buddhist practice consists of practicing these things until they become fully attained.

It can be seen that the Noble Eight-Fold Paths covers every aspect of life such as the intellectual, the ethical, the social, economical and psychological, which a person needs to lead a good life and to develop spiritually. After all, Buddhists believe that the ultimate purpose of life is to get or to be contented and happy. Thus, the Bhutanese are very careful to walk along these paths as directed by the Lord Buddha and attain the happiness in their lives. That was perhaps, one reason why His Majesty

the fourth King, Jime Singye Wangchuk conferred the concept of 'GNH' upon the nation and the people of Bhutan as a central development theme.

2.1.2 The education system in Bhutan

With the unification of the country in 17th century, Zhabdrung realized the need to educate his people. He introduced a formal monastic form of education that was very traditional in which people were given lessons merely in one language i.e., Chokey (classical Tibetan language) in monasteries. The first of its kind began in 1622, when the Zhabdrung started the first monk body in the country in Cheri monastery. The first Je-Khenpo [the religious head] Pekar Jungney headed the monk body with thirty ordained monks. Thereafter, the monastic education grew and spread to all parts of the country. In recent years, the institutes for higher monastic education called "Shedras" have been established in which monks pursue tertiary level of education in literature, philosophy, arts and language (Dorji, 2005).

The present western-style education system had taken its form sometimes in 1914, when the second King, Jigme Wangchuk set up some Hindi Medium Schools in Bumthang, Wangdi., Trashigang, Damphu, Ha and Paro (Center for Educational Research and Development, 2002). The medium of instruction then, was Hindi (National Language of India). Between 1914 and 1960, the number of schools increased consistently and the subjects taught were Hindi, English and Arithmetic with Dzongkha [the national language]. However, except for the Dzongkha the curriculum in schools was the "borrowed one" from the neighboring country, India.

The major expansion of modern education began with the start of the first five-year plan in 1961. Since then, the Royal Government of Bhutan has constantly endeavored to provide free quality education to all children in the nation. Education is free to all children up to the basic education level i.e. grade X, which is in line with the country's vision for peace, prosperity and happiness. Access to basic education is the inalienable right of all Bhutanese and it is the key to most of the nation's ambitions (Bhutan 2020, 1999). To this effect, the education structure in Bhutan is divided into general education, monastic education and non-formal education (PPD, 2007)

The formal educational structure in Bhutan consists of 7 years of Primary

education (including Pre-Primary) and 6 years of Secondary education, comprising of 2 years each of lower, middle, and higher secondary. A 3-year Degree programme at Sherubtse College, the two Colleges of Education at Paro and Samtse, and the Institute of Language and Cultural Studies follows this. A 4-year degree programme is also available at the Royal Bhutan Institute of Technology (PPD, 2004).

Monastic education is the oldest form of education and it focuses mainly on religious studies with the medium of instructions as Dzongkha and Choekey. As seen above, until the introduction of formal school-based education in the late 1950s, it was the only form of education available in Bhutan. Students could enroll in this form of education at different stages in their life. Non-formal education on the other hand, covers those who could not attend or complete either the formal or the monastic education. It offers basic literacy courses that are beneficial in their life.

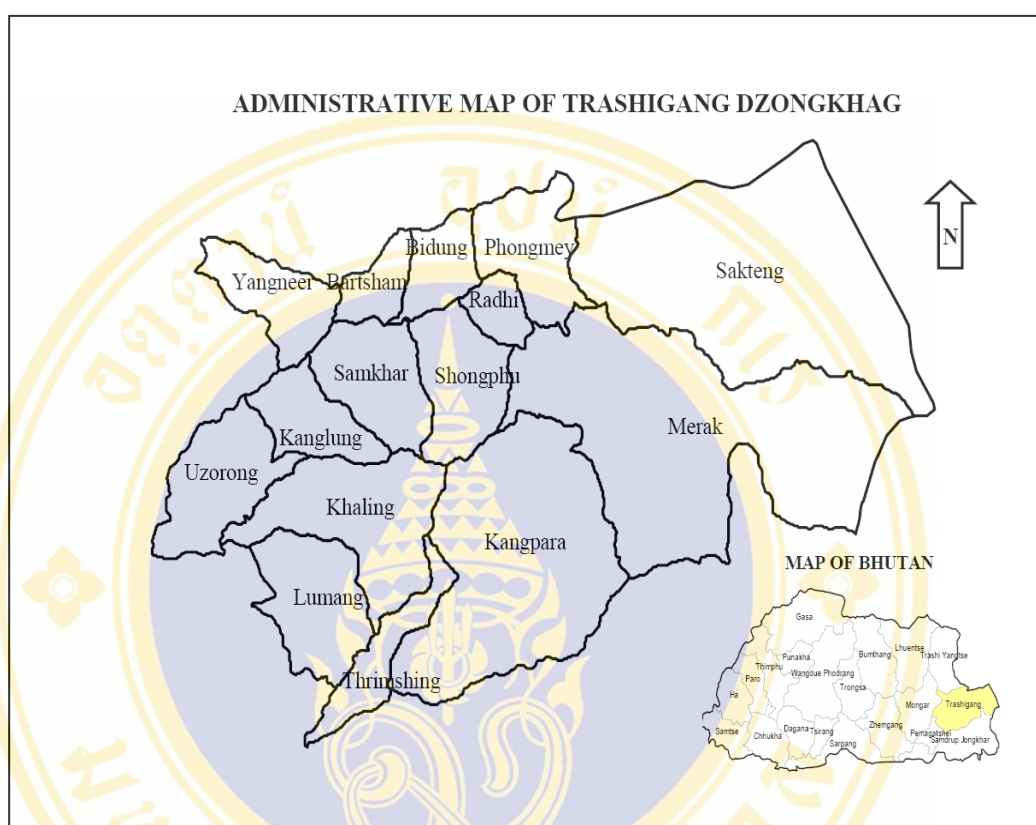
Bhutan has two levels of schools; one is the primary level (that includes community) schools and the other is the secondary level (that includes lower, middle, and higher) schools. There are also two levels of teachers, degree and certificate levels. While most of the teachers with certificate level are deployed in primary level schools, the teachers with degree qualifications are placed at secondary schools. Each type of school seems to make different demands and offer different rewards to its teachers. As the schools and the roles of teachers differ on these two levels, it can be expected that their morale will differ to some extent (Roth, 1958: 146).

2.1.3 Trashigang district

Located in the eastern part of Bhutan, Trashigang is the largest district of the nation by the native population. According to the “Fact Sheet” of the Population and Housing Census of 2005, the population in the district [including Bhutanese, Non-Bhutanese and Floating] is 51,134, which ranked the 4th largest populated district among the 20 districts in the country. There are three sub-division offices and fifteen blocks under the jurisdiction of the district.

Trashigang also holds the maximum number of schools in the country. In 2007 academic session, there were sixty schools with 471 teachers (including 60 principals and 57 expatriates). The schools are of various levels; viz community, primary, lower

secondary, middle secondary and higher secondary schools. The sketch map of the district is shown in Figure 2.2.



Source: (http://www.dzongkhag.gov.bt/trashigang/docs_new/7.pdf)

Figure 2.2 Map of Trashigang district

2.1.4 Evolution of the teaching profession in Bhutan

The teaching in Bhutan started as early as in 8th century, when a great Indian saint popularly known as “Guru Rinpoche” visited Bhutan on the invitation of the king Sindhu Raja in Bumthang. Guru Rinpoche, in Sanskrit means “The Precious Teacher”. He was the first spiritual teacher who spread his teaching in Tibet and Bhutan. Subsequently, scholars and saints from India and Tibet visited Bhutan and influenced the social and cultural development of the country through their teachings (Dorji, 2005).

Zhabdrung Ngawang Namgyal was another prominent and historical teacher who visited Bhutan in the 17th century. Besides, several other teachers (mostly from Tibet) came to the country and spread their teaching that was mostly limited to the

elite group of people. Later on, as the monastic form of education began to spread around the country, teachers were appointed from among the learned monks that increased the rate of accessibility to education for more Bhutanese people.

In 1950s, with the inception of formal school-based secular education, Bhutan recruited some expatriate teachers mainly from the neighboring country India, except for a few Bhutanese teachers who taught the national language, Dzongkha. As the number of schools and enrolments increase consistently, the government realized the need to train the indigenous teachers and hence, established the first Teacher Training Institute in Samtse in 1968 followed by the Teacher Training College at Paro. Until now, these are the only two colleges of education in the University of Bhutan for teacher training.

In the beginning, the two training institutes produced only the primary school teachers with Primary Teaching Certificate (PTC). Expatriate teachers taught secondary classes. Later in 1980s, National Institute of Education (TTI then) also offered Bachelors in Education (B.Ed.) courses in teaching. At present, both the colleges have discontinued the PTC courses and offer the B.Ed courses. They also offer a Masters Degree Program in Educational Management in collaboration with the University of New Brunswick, Canada.

Until the late 1980s, the teaching profession in Bhutan remained dormant without much glamour. Teaching became the undecided profession for many job seekers at that time. There were few initiatives that the government undertook to lift the morale of teachers. Teachers were placed in low grade of civil service ranging from 14 to 17, and there was hardly any effective promotion policy then. Thus, teachers were left in the same position for an indefinite number of years unless they left the job (Dorji 2007).

In principle, teachers should be highly revered in Bhutanese culture as they connote the spiritual teacher, Guru Padma Sambhava, as mentioned above. Teaching is the noble profession recognized by the religion the people embrace. To Buddhists and Hindus the word “Guru” is synonymous to the ‘heavenly teacher’, because they believe that the teacher is the guide to lead students to the path of bright future. The belief is based on Lord Buddha’s saying that without teachers there is no way to

enlightenment. All enlightened personalities have their “root teachers” either spiritually or physically attached to them.

Furthermore, there is a Buddhist saying that if the teacher who has taught four letters of the alphabet is not accordingly revered as a teacher; one is doomed to take birth as a dog for 500 generations, and is destined to be born deformed in the later human lives. However, the trend of respects and values seem to be dwindling in the Bhutanese society today, as evident in the finding of low teacher morale by Dorji, (2007). Furthermore, Lhazom & Chhoeda (2003) were of opinion that teaching profession in Bhutan began to lose its traditional high place in the hierarchy of professions. They said that as modernization opened many job opportunities in both the government and private sectors, teaching began to lose its luster and became a profession for those who did not qualify for other vocations. As a result, there were not enough candidates coming to join teaching. In addition, there was very low morale among those who opted teaching. “Teachers were expected to make many sacrifices but few schemes were there to boost their morale” (Lhazom & Chhoeda, 2003).

Therefore, it is the sacred responsibility of every Bhutanese to rekindle the image of teacher and simultaneously, boost the quality of education in the country. To this extent, the Royal Government of Bhutan has undertaken a number of initiatives in the last two decades. Some of the remarkable measures initiated were as below:

2.1.5 Measures taken to improve teacher morale and status

2.1.5.1 Separate teaching cadre (TC)

As mentioned above, the grading of teachers in the early 1980s were not fixed. It ranged from grade 14 to 17. In 1987, the separate teacher cadre was created thus; the entry grade for PTC teachers became 10 and 8 for B.Ed teachers. They could rise up to grade 2, equivalent to the joint secretary level in the civil service (Dorji 2007) with the promotion after an interval of 3-6 years. This system continued until recently, the Royal Civil Service Commission (RCSC) introduces the new system of Position Classification System (PCS). This system places the teachers in a good position level.

The PCS expands the existing Cadre System by classifying positions within 19 major occupational groups with approximately 70 sub-groups and over 500 positions

(RCSC, 2006). Teachers fall under the major group of Education and Training Services: Sub-group of Teaching Services. The civil service positions are categorized into four areas as shown in Table 2.1.

Table 2.1 The civil service positions

| Codes: | Position Categories: | Position Levels: |
|---------------|---|----------------------------|
| EX | Executive (Bachelors/Masters)* | EX1 EX2 EX3 |
| ES | Specialists (Masters/PhD)* | ES1 ES2 ES3 |
| P | Professional and Management (Bachelors/Masters)* | P1 P2 P3 P4 P5 |
| S | Supervisory and Support (Diploma/Certificate)* | S1 S2 S3 S4 S5 |
| O | Operational (Class 10)* | O1 O2 O3 O4 |

*the minimum qualification required for each position category

Source: Position Classification System Manual, RCSC (2006)

Irrespective of their qualification, the entry position level of teachers is P5 like any other graduates in other sector. They could be promoted up to P3 through broad banded positions and the concerned Ministry based on their performance grants the promotion. However, teachers who do not hold the bachelor's degree certificate have to upgrade their qualification through various training programs initiated by the Ministry.

Those who are in position level P2 and above are required to sit a competitive examination for promotion, if there is a vacant post. The career ladder for Teachers under Position Classification System is shown in Table 2.2.

Table 2.2 Career ladder for teachers under position classification system

| Sub-Occupational group | Position title | Position level | Broad banded | Minimum qualification | Additional requirements |
|------------------------|----------------|----------------|--------------|-----------------------|---|
| Edn.Mgt. Adm | Principal 1 | P1 | No | B.Ed. | Advanced course in educational leadership & management |
| | Principal 2 | P2 | No | B.Ed. | Educational leadership and management |
| | Principal 3 | P3 | No | B.Ed. | Educational leadership and management |
| | Vice principal | P3 | No | B.Ed. | Educational leadership and management |
| Teaching services | Master teacher | ES3 | No | M.Ed. | Training of teachers, curriculum development, mentorship, research methods |
| | Sr. Teacher 1 | P1 | No | B.Ed. | ToT, Curriculum dev., mentorship, in-service programming, academic leadership |
| | Sr. Teacher II | P2 | No | B.Ed. | ToT, Curriculum dev., mentorship, in-service programming, |
| | Teacher I | P3 | Yes | B.Ed. | Teacher Edn. Program; curriculum development |
| | Teacher II | P4 | Yes | B.Ed. | Curriculum development |
| | Teacher III | P5 | Yes | B.Ed. | |

Source: PCS Directory (RCSC)

2.1.5.2 Education staff welfare scheme (ESWS)

In 1997, the government established the Education Staff Welfare Scheme (ESWS) that aimed to help the members in emergencies. Through this scheme, members could also avail themselves of loans with minimal interests to help set up their lives in teaching profession.

2.1.5.3 Teaching allowance

In recognition to the difficult work that teachers do; and the workloads they carry as compared with other civil servants in the country; 30% of the basic pay was granted as teaching allowance across the board in 1998-2004. However, it was discontinued in 2005 when the nation-wide salary for civil servants was revised. Nevertheless, because of the national concern that the quality of education had gone down in the country, the 87th Session of National Assembly resolved that the teaching allowance be reinstated. Dorji (2005) argues as:

... if teachers live a comfortable and contented life, the domestic problems that otherwise interfere in their job could be reduced. For instance, a teacher who earns enough to feed, clothe and educate his/her children and family would be in a better position to devote time and energy to the profession...and to fulfill his/her personal as well as professional needs.

The government realized his argument, as true to boost the teacher morale, thus once more the teaching allowance is to be restored.

2.1.5.4 Improving teachers' qualifications

Initially, when the Bhutanese teachers were trained in the late 1960s and 70s the qualifications were a simple matter. The trainees were from among the candidates who studied up to grades 5, 6, and 7. In 1980s-1990s, grade 8, 9 and 10 candidates were enrolled in the training. Now, the candidature for teacher training is offered to the grade 12 qualified and degree students. Beeby, 1966 (cited in Dorji, 2005: 72-76) appropriately identified 3 scenarios of teachers. Bhutan underwent through all the three scenarios.

First, the poorly educated, untrained, or poorly trained teachers. In 1960 - 1970s, teachers in Bhutan were at this phase. Teachers that time hardly finished their primary education and were never trained to teach. Both teachers and students in this scenario resorted to rote learning from the textbook without understanding. Teacher's job was mainly seen to transmit the bookish knowledge while students were required to memorize what was taught.

From 1980-1990s, Bhutan's education moved to the second scenario, where teachers were better educated and better trained. Then, teachers were more confident in teaching and changed their teaching style from lecturing to interactions allowing some questions from students. However, for children the learning process remained the same as in the first scenario.

Finally, Bhutan is now in the transition to the third scenario for teachers i.e., having well educated and well trained teachers. Here, teaching/learning is aimed at understanding rather than learning facts. Teachers strive for the effective teaching-learning process involving reception, comprehension, and a transformation level of learning. In the light of raising the general qualification of teachers, the Primary Teacher Certificate (PTC) course in the college of Education, Paro and Samtse has been phased out. Now only the graduate and post-graduate level of trainings are given

at these colleges.

The existing primary teachers with the academic qualification of grade X and below are given an opportunity either to take grade X and XII examinations or to enroll themselves for 5-year B.Ed course through mixed distance education program in the College of Education, Samtse. Those who took grade XII examination could enroll in 3-year program through the same mode at the college. Besides this, the diploma and degree courses in educational leadership and management are provided for the heads of schools in the College of Education, Paro in collaboration with the University of Brunswick, Canada. Furthermore, the various short and long-term out-country training programs supplement it.

2.1.5.5 Professional development

Rabindranath Tagore, n.d (as cited in Mishra, 2000: 1) told the following that pertains to the professional development of teachers:

A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame. The teacher who has completed the end of his subject, who has no living traffic with his knowledge but merely repeats his lesson to his students, can only lead their minds; he cannot quicken them.

Teaching is much more than a Job. Being a teacher is a way of life. One is a teacher not only when one stands in front of the classroom, but also as one walks through life, applying what one knows and understands and can do (Mishra, 2000). Thus, teachers should have a passion for lifelong learning in order to fuel their pursuit of new knowledge, new experiences, and new opportunities to learn. It is the teachers' learning that impacts on students' learning. From the words of Rabindranath Tagore, it can be concluded that the quality of education is directly related to the quality of teachers and their continuing professional development.

Keeping in view of the importance of the role of teachers the Royal Government of Bhutan has initiated a number of in-service programs at the national, regional, cluster and school levels. At the national level, the program focused more on training of trainers who would then train their colleagues in the regions or clusters. At the region or cluster level, a teacher from each school is trained who in turn trains the teachers at the school level program. There are a number of courses offered to the selected principals and teachers during the winter holidays.

2.1.6 The importance of teacher morale

Lumsden, 1998 (cited in DeBruyne 2001: 1-2) has observed that “teachers in today’s schools are not only teaching specific content and mentoring in the love of learning, but functioning as social workers”. These increased expectations, along with the negative public perceptions of schools, have contributed to an erosion of teacher morale. As such, a study of teacher morale concerning their jobs is important. A good morale of teacher creates an environment that is conducive to learning and can have positive effect on students’ performance. Mercaldo, (2005) further states that the morale of teacher is the foundation for school reform. It advances a professional presence, necessary for a dynamic working environment.

Young, 1998 (cited in Mackenzie, April 2007: 92) states, “When teacher morale in a school is high and the school environment is healthy, teachers feel good about themselves, each other and their teaching, which in turn impacts on student morale and achievement”. Miller, 1981 and Susan, 2001 (cited in Lumsden, 1998) who state that teacher morale could have a positive effect on pupil attitudes and learning, are supporting the same. Raising teacher morale not only makes teaching pleasant for teachers, but also makes learning pleasant for the students. This creates an environment that is more conducive to learning. Similarly, a number of scholars like Plihal, 1981; White & Stevens, 1988; Dufour, 1988; Zigarelli, 1996 (cited in Center for Educational Research and Development, 2002) have identified high teacher morale as contributing to higher levels of students achievement and as a fundamental component of an effective school.

It is safe to say that a high level of teacher morale will be reflected in their work performance i.e., determination and devotion in working with all their capabilities. The outputs are consistent effort, efficient performance, and high participation as stated by Photharom, (2001).

Inversely, Mendel says (cited in Lumsden, 1998) that low level of morale and satisfaction will lead to decrease in productivity [performance] and increase in burnout. This is associated with “a loss of concern for and detachment from the people with whom one works, decreased quality of teaching, depression, greater use of sick leave, efforts to leave the profession, and a cynical & dehumanized perception of students” (Mendel, 1980; cited in Lumsden, 1998). Hence, in short ‘the morale of

teachers can have far-reaching implications for student learning, the health of the organization, and the health of the teacher.

Davis (cited in Photharom, 2001: 13) pointed out that morale in general, is necessary in working situations for the following reasons:

- Morale creates participation to obtain an organization's [school's] goal;
- Morale helps a performer [teacher] to create a sense of belonging and sense of royalty [sig];
- Morale generates rules and regulations in organization [school];
- Morale reinforces an organization's [school] strength to tackle all difficulties;
- Morale brings better and clearer understanding of an organization [school] to its workers;
- Morale leads to higher confidence to an organization's [school's] members;
- Morale contributes to creative thinking.

Photharom, (2001) added that good morale not only reinforces and motivates an organization members to initiate activities; but will also generate commitment and trust in its workers as well. Further, Auychai Chaba & Al., 1982 and Chamnong Somprasong, 1975 (cited in Photharom, 2001) concluded that morale was crucial to working efficiency. For instance, if an individual possesses a high level of morale, he/she will work steadily with more initiative, thought, enthusiasm, less conflict, and high level of responsibility.

This study on teacher morale would reveal valuable information to enable systems and administrators in improving the lives of Bhutanese teachers. A high level of teacher morale will enhance school climate and increase student achievement. Herzberg, Mausner, and Snyderman, 1993 (cited in Houchard, 2005) contend that one of the major reasons to measure morale was to answer the question, "What does the worker want from his job?" Evans, 1998 (cited in Houchard, 2005) expressed the rationale for studying morale a step further by stating that the intent should be to study and understand what influenced people's feelings about their work so that the positive job-related attitudes could be cultivated and prevailed.

Good morale is important both from the standpoint of the sociologist and others. It is important that those dealing with human relationships recognize morale as a factor in efficiency. Richards, (cited in Pickett, 1928: 280) when director of Copper Union developed a formula as follows: "E = M + T + I". In words, it means that

efficiency on the job varies or depends upon the possession of the necessary manipulative skill, the possession of the necessary functioning technical knowledge, and the possession of the intelligence, which enables the individual to apply that technical knowledge to the problems of the job.

Later, this formula was used in extended and varied forms for many times. One form is “ $E = S + K + I + J + P + M$ ”, where S represents skill, K represents knowledge, I represents intelligence, J represents judgment or common sense, P represents physique and health, and M represents *morale*. It has often been contended that no matter what the individual possesses in skills, knowledge and so forth, his efficiency is inevitably lowered if his morale is low.

Finally, it can be concluded that the study of teacher morale is significant because it directly deals with improving the working conditions and lives of teachers and a school communities in general. Johnsrud and Rosser, 2002 (cited in Valentic, 2005: 3-4) rightly say, “Morale is an important factor in a teacher’s decision to stay in the profession”. They say that if the working lives of teacher can be improved, then morale will be high and they will be retained in the profession.

2.2 Concept and definitions of morale

2.2.1 Conceptual definitions

Satlo (1954: 329) says that the term “morale” stems from the field of social psychology and is used to denote a state of feelings, reflecting emotionalized attitudes of the group involved. The word is derived from the same root as *morals* (in religion) and *mores* in (sociology) which govern thoughts, feelings and actions that pertain to group cohesion and survival.

Houchard, (2005) considered morale as a difficult concept to define and even harder to measure. Redefer, 1959 (cited in Houchard 2005) also stated that morale was a complex and complicated area for investigation because it lacked a succinct definition. Houchard quoted Williams, (1986) who added that attempting to define and measure morale in the literature was impossible task to complete.

Many teachers and educators talk about it in their idle discussions. They are quick to tell what the term and the concept of morale means; but become confused

when asked to clearly define it. Moreover, Evans, 1998 (cited in Houchard, 2005) says that even those who take conceptual analysis and definition seriously accept that morale is a very nebulous, ill-defined concept whose meaning is generally inadequately explored. Further, to support this statement Photharom (2001: 12-13) contends that “morale is abstract and formless, but appears to inform an individuals or group behaviour. Favorable behaviours are eagerness, confidence while the unfavourable behaviours are retardedness and nervousness”.

Many researchers who have studied morale in schools and organizations, however, have come to the general consensus that morale is a vital ingredient in the success of any human enterprise. They have attempted to define morale in their own terms as follows:

Koerner, (1990: 3) says that morale is the quality of life within community that involves “being known and appreciated, having professional knowledge valued, and being given the freedom to act”. Similarly, Herbert J. Cruden & Arthur W. Sherman (cited in Photharom, 2001: 11) define morale as the “individual manner toward working, working satisfaction and worker self-improvement”. Further, the Bentley and Rempel (1980), conceptualize morale as the professional interest and [a spirit of confidence or enthusiasm] that a person displays towards the achievement of individual and group goals in a given job situation.

Webster’s New Collegiate Dictionary defines morale as mental condition with respect to courage, discipline, confidence, enthusiasm, willingness to endure hardship, etc., with a group, in relation to a group, or within an individual (cited in Houchard 2005). In a similar vein, Baynes, 1967 (cited in Johnsrud; Heck & Rosser, 2000: 37) defines morale as “a quality of mind and spirit which combines courage, self-discipline, and endurance”.

Mendel, 1987 (cited in Houchard 2005: 21) found that most researchers define morale “as a feeling or state of mind that involves mental or emotional attitudes”. For instance, Washington and Watson, 1976 (cited in Houchard, 2005) refer to morale as the “feeling a worker had about his or her job in relationship to the importance of that job to the organization as a whole working unit”. Further they contend that the organization must also meet the workers own expectation and needs. Similarly, McKnight, Ahmad, & Schroeder, 2001 (cited in Riley, 2004) define morale, in the

context of the workplace, as “the degree to which an employee feels good about his or her work and work environment.”

Evans, 1997 (cited in Houchard, 2005: 22) defines morale as “a state of mind that is derived by individual’s anticipation of satisfaction for those needs that they perceive as important factors affecting their work environment”. When a healthy school environment exists and teacher morale is high, "teachers feel good about each other and, at the same time, feel a sense of accomplishment from their jobs" (Hoy and Miskel 1987). Further, Surachart Kimmanee, 1991 (cited in Photharom, 2001: 12) define morale as a “state of mind toward work environment such as income, participation, co-workers, and leaders”.

While no definitions above are exactly alike and no one of the definitions are similar to the dictionary definition, there are remarkable degree of concordance. Practically all of the above definitions agree that a good morale rests on feelings or state of mind basis. Almost all agree that this favorable affective state is brought about when an individual likes his job; wishes to work hard at the job; is assisted in working hard at his job by the helpful efforts of others; is ambitious and “peppy” and enthusiastic; and has an optimistic outlook through his job on life, rather than a pessimistic one (Pickett, 1928: 274).

For this study, the researcher conceptualizes the definition of teacher morale “as the feelings and beliefs a teacher has about his/her job based on how he perceives himself/herself in an organization that is, whether or not an organization meets that teacher’s needs and expectations”. In particular, it refers to the teachers’ feeling of satisfaction, enthusiasm, and commitment in teaching profession as measured by the *Purdue Teacher Opinionnaire* instruments, that includes ten teacher morale factors identified by Bentley and Rempel, 1968 (cited in Houchard, 2005).

2.2.2 Morale, job satisfaction and motivation

Many writers use two terms, morale & job satisfaction interchangeably. In fact, they are separate, but potentially interdependent. “Any division of studies into these two categories is bound to be arbitrary and to contain a considerable amount of overlapping (Blocker & Richardson” 1963: 200).

Benge and Hicky, 1984 (cited in Johnsrud & *et al.*, 2000) make a connection

between morale and satisfaction. They contend, first, that the job satisfaction is the net result of various attitudes held by an individual employee at a given time toward job; job satisfaction is usually fairly stable, but is subject to swings; and second, that morale is the net result of the job satisfaction of employees in a specified group.

Evans, 1992 (cited in DeBruyne, 2001) however, explains that while morale and satisfaction are connected, they are not one in the same. It is possible to have high morale when one is dissatisfied with his/her job situation. High levels of morale are depended on achieving high level of job satisfaction. In the similar vein, Kanter, 1977 (cited in Johnsrud & *et al.*, 2000: 36) says, “relationship between morale and satisfaction is not necessarily in the same direction”. She suggests that persons could feel reasonably satisfied with the content of a job, but at the same time, frustrated about their potential for growth or mobility within the organization. Thus, their satisfaction could be high and their overall morale low.

Johnsrud 1996 and Fields, 1996 (cited in DeBruyne 2001) both agree that morale represents an “umbrella” notion that includes, in addition to satisfaction with the work environment, such attributes as enthusiasm, commitment or loyalty to the institution, willingness to work, and dedication to common goals. Similarly, McKnight, Ahmad, and Schroeder, 2001 (cited in Riley, 2004: 4) say that “morale serves as a broad term that encompasses smaller concepts including intrinsic motivation, job satisfaction, experienced work meaningfulness, organizational commitment, and pride in one’s work”.

Evans (1998), who clarified the concepts of job satisfaction, morale, and motivation by seeing them in terms of job-related attitudes, has supported the same. Her definition of Job satisfaction is “a state of mind encompassing all the feelings determined by the extent to which an individual perceives her/his job-related needs as being met”. Her definition results in a distinction being drawn between job comfort and job fulfillment, the former being satisfaction with, but not by, the conditions of a job, the latter involving an assessment of how well a person thinks they perform within that job.

DeBruyne (2001) describes job satisfaction in terms of intrinsic and extrinsic factors. Intrinsic factors are those factors surrounding the job itself and have the greatest impact on job satisfaction. These include such things like a feeling of

accomplishment or self worth, personal growth and professional development, and a supportive environment in which to work. On the other hand, DeBruyne says that the extrinsic factors such as salary, fringe benefits, school safety, level of support by administration, and job security do not significantly affect the level of job satisfaction of teachers.

Morale, according to Evans is “a state of mind encompassing all the feelings determined by an individual’s anticipation of the extent of satisfaction with those needs which they perceive as significantly affecting their total work situation”. As such, it is intimately linked to job satisfaction by being determined by the anticipation of job satisfaction. Fields, 1996 (DeBruyne, 2001) says that morale is built with job satisfaction, commitment, enthusiasm, and a sense of common purpose.

Evans sees motivation as concerned with the degree of inclination towards any activity, determined by the pursuit of goals, which will satisfy needs. Gray and Starke, 1988 (cited in Seguin, 1997: 8-9) perceive that motivation was “the result of processes...that arouse enthusiasm and persistence to pursue a certain course of action”. They explained that motivation could be that which energizes, directs, and sustains behavior. It is central to almost everything that the manager, supervisor, or any other member of the workforce does. Hence, an understanding of motivation provided an individual the basis for dealing with many of the functions of their job and provided the means for making informed and effective responses to specific work situations (Seguin, 1997).

In conclusion, it can be said that these three factors are interdependent. Thus, the morale levels are determined by the expectancy of continued job satisfaction, and high morale, resulting from high expectations, motivates towards more goal-focused activity, which is expected to sustain and increase that job satisfaction. This in turn continues to raise morale (Evans, 1998).

2.2.3 What motivates teacher morale?

What motivates teachers in a work context is the desire for job satisfaction that is determined by different factors or needs (extrinsic and intrinsic). However, the different people are motivated by different things. Some people might be motivated by a sense that they belong to a team and they do not want to let down their comrades.

Strong leadership and sense of direction might motivate some people. Some might simply want to solve a difficult challenge. Others may be motivated by the desire to move up the ladder.

Ellis, (1984) has to say that teachers are motivated more by intrinsic than by extrinsic rewards. Pastor and Erlandson, 1982 (cited in Ellis, 1984) conducted a survey which found that teachers perceive their needs and measure their job satisfaction by factors such as participation in decision-making, use of valued skills, freedom and independence, challenge, expression of creativity, and opportunity for learning. They concluded that high internal motivation, work satisfaction, and high-quality performance depend on three “critical psychological states”: experienced meaningfulness, responsibility for outcomes, and knowledge of results.

Sergiovanni (cited in Ellis, 1984) likewise found that teachers obtain their greatest satisfaction through a sense of achievement in reaching and affecting students, experiencing recognition, and feeling responsible.

In a survey conducted by Brodinsky and Neill, 1983 (cited in Ellis, 1984), a majority of school administrators cited three policies that effectively improved morale and motivated their staffs: shared governance, in-service education, and systematic, supportive evaluation. Ellis (1984) explains them as:

Shared governance, or participatory management, enhances teachers' professional status and their "ownership" in the planning and operation of the school...and gives teachers a vested interest in school performance and also promotes harmony and trust among teachers and administrators. The results of such cooperation can...improve instructional techniques and enhance professional self-awareness.

Riley (2004) is also of opinion that teachers often find their morale as either motivated or affected by the management style of their principals. He says how important it is for principals to realize that a one-size-fits-all approach to management is inadequate for the simple reason that people are different. Different personalities respond to different management styles; getting to know individual teachers will help a principal determine how best to use various management controls to motivate different teachers and boost their morale.

Tschohl, 1999 & Messmer, 2001a, 2002; (cited in Riley, 2004) maintain that employees who exhibit high morale are ones who do not rely on management to encourage their growth and provide a satisfactory work environment, but who are

proactive in assessing their professional and emotional work needs and take steps to see that those needs are met. These articles suggest that while management should play an active role in ensuring the morale of its employees, the employees themselves are just as accountable for their own morale in the workplace.

2.3 Motivation theories

The motivation theories offer us a great basis to begin to understand the foundations or building blocks of teacher morale. According to Photharom (2001), the motivation theories help us to clarify human needs in different aspects. Once the needs have been responded, it will be a stimulus to make workers work deliberately with all their effort and capability. He further says that the application of motivation theories in management system would be another way to satisfy human and create better working morale which would result to the organization's productivity. In view of its importance, the researcher in his study has reviewed the motivation theories divided by Schermerhorn, Hunt and Osborn, (2005) into three categories: Content, Process and Reinforcement Theories.

2.3.1 Content theories:

Content theories focus primarily on individual needs that may motivate individual behaviour. These theories suggest that the manager's job is to create work environment that responds positively to individual needs. They help to explain how poor performance, undesirable behaviours, low satisfaction and the like can be caused by 'blocked' needs or needs that are not satisfied on the job. In short, the theories suggest that motivation results from the individual's attempt to satisfy needs. Four better-known content theories proposed by Abraham Maslow, Frederick Herzberg, Clayton Alderfer, and David McClelland are summarized comprehensively as follows:

2.3.1.1 Hierarchy of needs theory by Abraham H. Maslow (1908-1970)

Maslow, (1940-50) identified five distinct levels of individual needs: From self-actualization and self esteem at the top, to social, safety, and physiological at the bottom. Maslow assumes that some needs are more important than others and must be satisfied before other needs can serve as motivators (Schermerhorn, *et al.*, 2005). In

other words, individuals will move on to the higher needs when the lower needs are satisfied. For instance, physiological needs must be satisfied before safety needs are activated, safety needs must be satisfied before social needs are activated, and so on. The five hierarchical needs are categorized into two: **higher-order needs** (esteem and self-actualization) and **lower-order needs** (physiological, safety and social). According to Houchard (2005: 23), the needs that are arranged from lowest to highest are contended to be the basic needs of humans and are determining factor when looking at the morale of an individual person.

- Physiological needs include the most basic of all human needs (for survival) i.e. food, shelter, water and air. Also some researchers have mentioned the need for biological maintenance and sustenance.
- Safety and security needs include the need for physical safety or protection, job and financial security, avoidance of anxiety, secured in living, stability, medical care in work and pension and provident fund. Some studies also added need for structure, for order and some limit.
- Love and social needs include need for love, affection, sense of belongingness in one's relationships with others, be a part of community.
- Esteem needs include need for esteem of others; respect, prestige, recognition, need for self-esteem, personal sense of competence, mastery.
- Self-Actualization needs (the highest need level) include need to fulfill oneself; to grow and use abilities at the fullest and most creative extent). Needs for knowledge and aesthetics are on the hierarchy added later on.

Teachers, unlike many other professionals, are not only motivated by salaries and other monetary benefits. They enter the profession understanding the career has limited potential economically. According to Ellis, (1984) teachers are motivated when they feel their needs of self-esteem, accomplishments and self-actualization are met. However, other studies (Schermerhorn, *et al.*, 2005) report that needs vary according to a person's career stage, the size of the organization, and even geographic location. There is also no consistent evidence that the satisfaction of the needs at one level increases the importance of the next higher needs.

2.3.1.2 Two-factor theory by Frederick Herzberg (1923-2000)

Herzberg's (1959: USA) two-factor theory, also known as "the motivator-hygiene theory" portrays different factors as primary causes of job satisfaction and job

dissatisfaction. According to this theory, hygiene factors are the sources of job dissatisfaction. They are associated with the job context or work setting; that is they relate more to the environment in which people work than to the nature of the work itself. DeBruyne (2001) says that the theory can be used to describe or predict employees' attitude about work. The hygiene factors in job context that affect job dissatisfaction are referred to as extrinsic rewards and identified as follows:

- Organizational policies
- Quality of supervision
- Working conditions
- Base wage or salary
- Relationship with peers
- Relationship with subordinates
- Status
- Security

The authors (Schermerhorn, *et al.*, 2005) noted that in the theory, job satisfaction and job dissatisfaction are totally separate dimensions. That is, improving a hygiene factor, such as working conditions, will not make people satisfied with their work; it will only prevent them from being dissatisfied. Thus, to improve job satisfaction, the theory directs attention to an entirely different set of factors- the motivator factors related to job content-what people actually do in their work. These factors are referred to as intrinsic rewards that include:

- Achievement
- Recognition
- Work itself
- Responsibility
- Advancement
- Growth
- Social status

Ellis, 1984 (DeBruyne, 2001: 21) indicated that administrators would “boost morale” and would motivate teachers more by using intrinsic rewards rather than extrinsic rewards. However, Gawel, (1997) does not agree. He believes that while Herzberg's work may have broad applications in the business world, since it occurred so long ago and did not include teachers, it may not be pertinent or directly applicable to the field of education today. He pointed out earlier research by Tutor (1986) who

found that the teachers were influenced by hygiene factors as much as influenced by the motivator factors. In particular, teachers in study viewed salary as very strong motivating factor.

2.3.1.3 ERG theory by Clayton Alderfer (1972)

Like Maslow's theory of needs, Clayton Alderfer's ERG theory is also based on needs. However, there are a few things that contradict each other. Schermerhorn & et al., (2005: 123) put them in the following words:

First, ERG theory collapses Maslow's five needs categories into three: **existence needs**- desire for physiological and material well-being; **relatedness needs**- desire for satisfying interpersonal relationships; and **growth needs**- desire for continued personal growth and development. Second, while Maslow's theory argues that individual progress up the needs hierarchy, ERG theory emphasizes a unique *frustration-regression* component. An already satisfied lower-level need can become activated when a higher-level need cannot be satisfied. Thus if a person is continually frustrated in his or her attempts to satisfy growth needs, relatedness needs can again surface as key motivators. Third,...ERG theory contends that more than one need may be activated at the same time.

Thus, it can be seen that ERG theory offers more flexible approach to understanding human needs than does Maslow's strict hierarchy.

2.3.1.4 Acquired needs theory by David C. McClelland (1917-1998)

McClelland's (1940s) acquired need theory is derived from his experiment with the Thematic Appreciation Test (TAT) as a way of measuring human needs. He identified three themes, each corresponding to an underlying need that he believes is important for understanding individual behavior. These needs are: **needs for achievement (nAch)**- the desire to do something better or more efficiently, to solve problems, or to master complex tasks; **need for affiliation (nAff)**- the desire to establish and maintain friendly and warm relations with others; and **need for power (nPower)**- the desire to control others, to influence their behavior, or to be responsible for others.

McClelland posits that these needs are acquired over time, and are the result of life experiences. He encourages managers to identify the presence of these needs in themselves and in others to create work environment that are responsive to the respective need profile.

The researcher found that the theory is particularly useful because each need can be linked with a set of work preferences. Someone with high need for achievement will prefer individual responsibilities, challenging goals, and performance feedback. Someone with high need for affiliation is drawn to interpersonal relationships and opportunities for communication. Someone with high need for power seeks influence over others and likes attention and recognition.

2.3.1.5 Content theories at a glance:

It is seen that all the four content theories are basically talking on one subject i.e., needs. Each theory talks on different level of needs that human beings (as workers in any organization) try to achieve in life. When certain needs are being achieved, certain level of satisfaction is attained, which in turn will raise the morale in work. As administrator one must accurately identify and gauge the most important needs of their staff and use those needs to link morale with effort or performance.

But slightly different from these theories, the **discrepancy theory** of Locke, 1969 (GURBUZ, 2007) suggests that job satisfaction and morale grow out of the feeling that what things the individual thinks as important for himself, not meeting the need of the individual. According to this theory, the importance that an individual attach to a variable is relevant to how much he wants it. The theory suggests that dissatisfaction appears when the individual got less than what he wanted (Berry, 1998; GURBUZ, 2007).

In this study the researcher has chosen some of the needs from the motivation theories and identified them as dependent variables. Each theory is somehow similar to one another especially the Maslow's Hierarchy of Needs, Two-Factor Theory of Herzberg and ERG theory of Alderfer. Acquired Needs Theory of McClelland can also be compared with other theories. The comparison is shown in Figure 2.3.

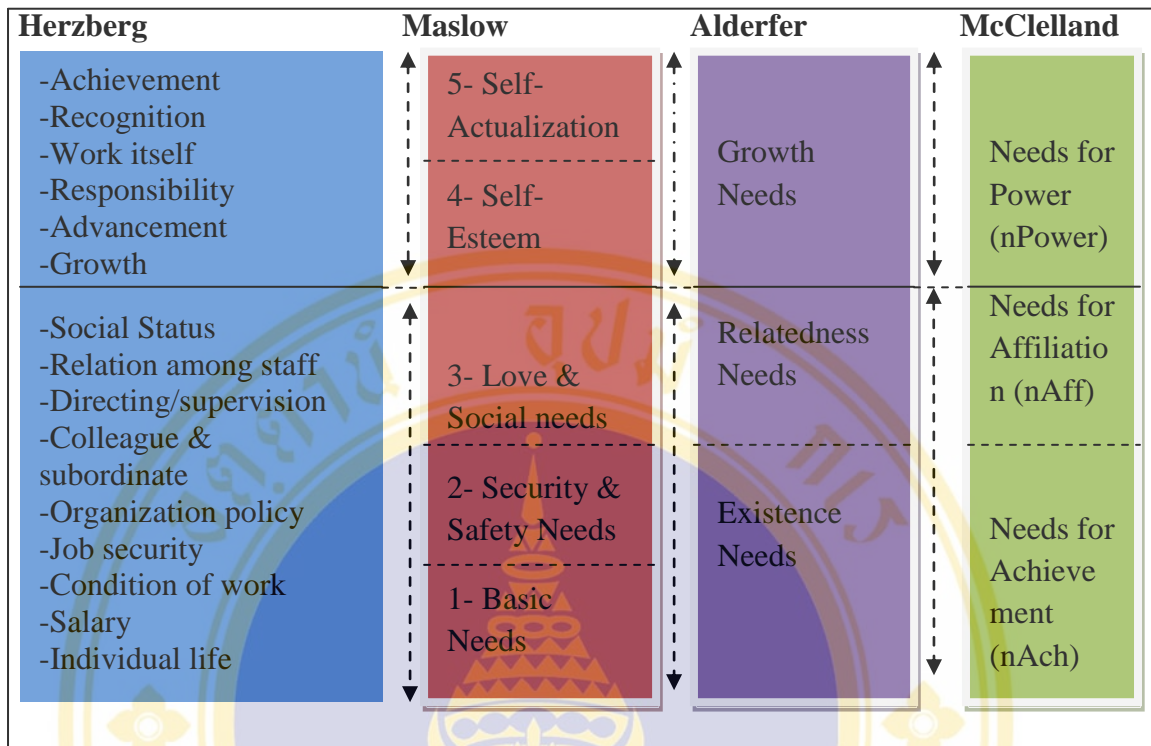


Figure 2.3 Relation between content theories by Herzberg, Maslow, Alderfer and McClelland

For example, the needs in level 1-3 of Maslow's theory are comparable to Herzberg's maintenance or hygiene factors; Alderfer's existence & relatedness needs; and McClelland's needs for achievement & needs for affiliation. The needs in level 4-5 of Maslow's theory are similar to Herzberg's motivator factors; Alderfer's growth needs; and McClelland's needs for power.

2.3.2 Process theories

While content theories emphasize the “what” aspects of motivation, process theories focus on thought or cognitive processes that take place within the minds of people and that influence their behavior. They try to explain and describe the process of how behavior is energized, directed, sustained, and stopped. Process theorists see job satisfaction [morale] as being determined not only by the nature of the job and its context with the organization, but also by the needs, values and expectations that the individuals have in relation to their job Gruneberg, 1979 (cited in Stemple, 2004: 12). For instance, some individuals have greater need for pay and achievement than others and where a job gives no opportunity for increased pay or achievement; such

individuals are likely to be more frustrated than those whose need for higher pay and achievement is less. Three sub-theories of process theory have been developed: theory based on discrepancy between what the job offers and what is expected, theory based on what an individual needs, and theory based on what the individual values.

2.3.2.1 Equity theory by J. Stancy Adams (1963)

Adams' equity theory is based on the phenomenon of social comparison and is best applied to the workplace. According to Hanson, (1996) Adams' equity theory argues that the character of job performance is derived from the degree of equity or inequity workers perceive for themselves when compared with others in similar situations. The theory is usually, attributed to Adams' postulation that workers consider their inputs to a job, such as experience, age, education, hard work, and so forth. Against this, they weigh intrinsic and extrinsic outcomes from their job such as promotion, pay, status, praise, or other benefits.

Perceived inequity occurred when someone believes that the rewards received for their work contributions compare unfavorably to the rewards other people appear to have received for their work. When such perceived inequity exists, the theory states that people will be motivated to act in ways that remove the discomfort and restore a sense of felt equity.

Schermerhorn & et al., (2005: 126) have noticed two types of *felt inequity*: *negative* and *positive*. *Felt negative inequity* exists when an individual feels that he/she has received relatively less than others have in proportion to work inputs. *Felt positive inequity* exists when an individual feels that he/she has received relatively more than others have.

Research points out that when *felt positive inequity* occurs (feel they are overpaid), people increase quantity and quality of their work, whereas those who feel they are underpaid (perceived negative inequity) decrease the quantity or quality of their work. In short, it is inferred that people are less comfortable when they are under-rewarded than when they are over-rewarded. As such, employers should take an utmost care in managing the equity process.

Stemple, (2004) criticizes the theory saying that issues of fairness and justice can be a matter of 'the eye of the beholder'. There is always the possibility that what

one thinks or believes is not congruent with what is actually happening. Another limitation to this theory is that it can be hard to compare one organization to another, thus this theory is localized for the person (Stemple, 2004).

This theory serves as a construct to discuss the variables such as teacher salary [incentives], teacher workload, school facilities & services, and transfer and deployment policies in terms of fairness and equity.

2.3.2.2 Paradigm of effectiveness

Similar to the theory of equity, there is the principle of P/PC balance formulated by Covey, (1989: 52-60). He illustrated this principle through Aesop's fable of the goose and the golden eggs. This fable is the story of a poor farmer who had a pet goose that lays golden eggs. The farmer could not believe his fortune when his goose lays eggs day after day. He becomes fabulously wealthy, whereby he forgets about the well-being of the goose and focuses more on the golden eggs.

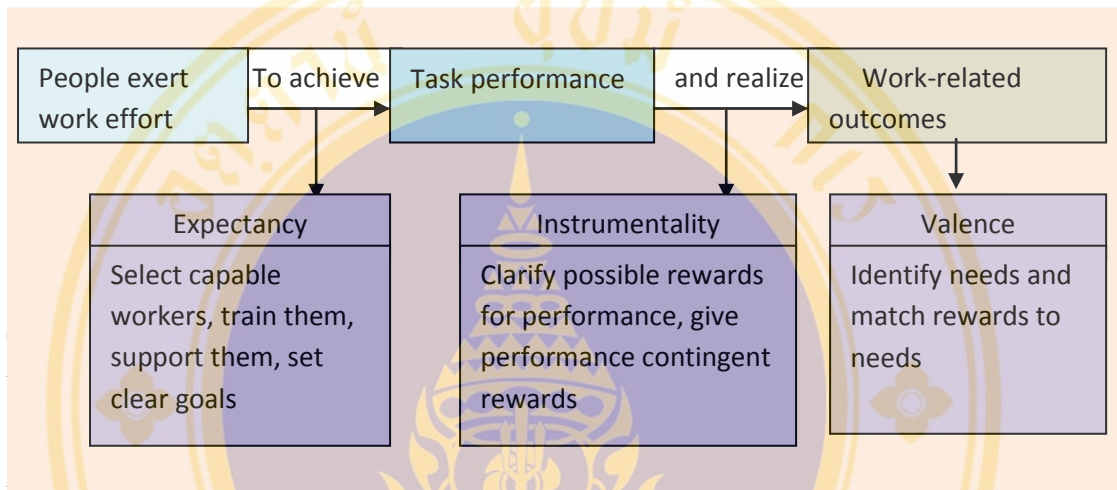
With his increasing wealth comes greed and impatience. Unable to wait day after day for more golden eggs, he decides to kill the goose and get them all at once. But to his utter dismay, he finds the goose empty with no golden eggs in. Thus, the farmer has destroyed the goose that produced him the golden eggs and he once more becomes poor as before.

Most people see effectiveness from the golden egg paradigm. However, as the story shows, the true effectiveness is the function of two things: P- the production (the golden egg) and PC- the production capability or asset (the goose). If people adopt a pattern of life that focuses on golden eggs and neglects the goose, they will soon be without the asset that produces the golden eggs. On the other hand, if people only take care of goose with no aim toward the golden eggs, they will soon have nothing to feed the goose and themselves.

Effectiveness lies in the balance- what Covey calls the *P/PC balance*. In other words, it can be understood that there should be a balance or equity between work efforts that teachers put and the incentives that they get or should be getting.

2.3.2.3 Expectancy theory by Victor H. Vroom (1964)

Victor Vroom's expectancy theory posits that a person is motivated to the degree that he/she believes that (1) effort will yield acceptable performance, (2) performance will be rewarded, and (3) the value of the rewards is highly positive. The interactive combination of all three influences motivation.



Source: Schermerhorn, et al., (2005)

Figure 2.4 Key terms and managerial implications of Vroom's expectancy theory

As an illustration, the researcher quotes the example given by Schermerhorn and team (2005: 128).

Suppose that a manager is wondering whether or not the prospect of earning a merit raise will be motivational to an employee. The expectancy theory predicts that motivation to work hard to earn the merit will be low if expectancy is low- a person feels that he/she cannot achieve the necessary performance level. Motivation will also be low if instrumentality is low- the person is not confident a high level of task performance will result in a high merit pay raise. Motivation will also be low if valence is low- the person places little value on a merit pay increase; and motivation will be low if combination of these exists.

Thus, it can be concluded that the principals as managers are required to maximize expectancy, instrumentality, and valence when seeking to create high level of work motivation. It is important to note down a major contrast in content theories of motivation and process theories. In content theories, such as the need hierarchies, high morale and job satisfaction is assumed to lead to a quality performance. If one is happy and satisfied on the job, one will perform better. Expectancy theories, on the

other hand, argue that the quality performance leads to high morale and job satisfaction. If one performs well on the job then one is happy and satisfied.

2.3.3 Reinforcement theories

Reinforcement theories such as classical and operant conditioning, law and effect, and an organizational behavior modification (OB Mod) stress the means through which the process of controlling an individual's behavior by manipulating its consequences takes place. They focus on observable aspects rather than what is inside an employee's head. In other words, it is the administration of a consequence because of behavior.

These theories conclude that people only do what they are reinforced to do. Managing reinforcement can change direction, level, and persistence of an individual's behavior. In this study, these theories are related to the variables such as satisfaction with teaching, teacher salary [incentives], teacher workload, and teacher status.

2.3.4 Other related theories

2.3.4.1 Theory X and theory Y by Douglas McGregor (1960)

The popular theory of X and theory Y of Douglas McGregor clearly present fundamental alternatives for managing the employee and work. Hanson (1996: 200-202) puts it that these two orientations can play important roles in determining the particular strategy of motivation managers adopt. Theory X - the traditional view of employee and working is the belief held by many managers that peoples are lazy. They dislike and avoid work, according to this view, an administrator must use both the "carrot and stick" to motivate them.

In contrast, theory Y exhibits a positive orientation toward the worker's interests and capabilities. Those who hold this theory assume that people have a psychological need to work and that they desire achievement and responsibility. It believes that human possesses ability and competent, able to improve without control and force from administrators. Consequently, the researcher concludes that the employers and employees who adopt theory Y could set a stage so that they could become the best at what they do; thus, raising their morale.

2.3.4.2 Reference group theory

The theory gave rise to the thought that employees compare their inputs and outputs from his/her job to others, such as friends, co-workers, and others in an organization. The theory is based on the principle that people take the standards of others they deem “significant” as the basis for making self-appraisals, comparisons, and ultimately, choices. Stemple, (2004) sees that this is prevalent in the field of education as teachers and administrators often compare salaries and benefits with others who work in other organizations.

This theory is similar to equity theory and support the study on the variable of teacher salary [incentives] in comparison with the salary [incentives] of other civil servants.

2.3.4.3 Needs/fulfillment theory

Fulfillment theorists believed that people’s satisfaction is a function of how much a reward or outcome they are receiving for their work (Stemple, 2004). However, the weakness of this theory was that of the researchers’ failure to take into account the individual-difference factors of a person. The individual difference factor is how people feel about what they receive and what outcomes they feel they should receive for their work. A person who expects to be paid more for their work is more likely to be dissatisfied than someone who feels that he is paid adequately for his work.

This theory is evident in the teacher incentives and salaries. Teachers who feel their salaries or benefits are below the level of what they expected become more demoralized with their job.

2.3.4.4 Conclusion on motivation and other related theories

It is seen how motivation theories interpret job satisfaction, which is the index of morale of workers as one of individual’s needs fulfillment. Schaffer, 1953; Sergiovanni, 1968; Herzberg, 1968; Maslow, 1954; all agree that morale is activated through overall job satisfaction that vary directly with extend to which those needs of an individual can be satisfied in a job and are actually satisfied; the stronger the need the more closely the job satisfaction depends on its fulfillment (Evans, 1998).

A few others focus motivating morale based on expectation rather than needs.

For instance, Vroom, 1964 and Lawler, 1973 (cited in Evans, 1998) argue that overall job satisfaction is determined by the difference between all those things a person feels he should receive from his job and all those things he actually does receive. Still, others dismiss both needs and expectation in favor of values. Locke, 1969 for instance defines job satisfaction as ‘a pleasurable emotional state resulting from the appraisal of one’s job as achieving or facilitating the achievement of one’s job values. Hence, the theories above are used as constructs for the study and were assessed as being appropriate and useful to study teacher morale.

2.4 Related factors that affect teacher morale

Any managers and leaders, wanting to maintain or improve employee morale must understand and be able to identify factors that contribute high morale among their workers. The motivation theories as stated above expose various factors in terms of needs, expectations, and values. To support this, Park, 1983 (cited in Houchard, 2005: 24) identified the needs theories as vital to study teacher morale. He contended that people needed certain things from life in order to maintain higher levels of morale. Grounded in motivational psychology, these needs involve:

- Feeling good about oneself;
- Being free from economic worry;
- Living a life in an environment that is free from both hazards to physical and mental health;
- Having the ability to exhibit one’s own creations; and
- Having freedom and opportunity to love and be loved

The needs theories assume that once the needs that are basic to all human beings are met, job satisfaction and higher morale can begin to exist.

Rafferty, (2002) in her study on the “the effect of teacher morale on teacher” identified some of the most prevalent factors that affect teacher morale; such as low salaries, lack of support from campus administration, increased demand by administration, problems with student discipline, and lack of teacher inputs in decision making process. To supplement Rafferty, DeBruyne (2001: 2) in his study identified some factors contributing for overall job satisfaction for teachers as: administrative support and leadership, student behavior, a positive school atmosphere, and teacher autonomy. A few of these factors are relevant to this study, which the

researcher has taken into account as part of dependent variables.

Call, (1958) branded some fundamental morale factors that were most appropriately applicable to a business organization, but could also be translated them in other organizational situations (like in schools):

- Worthwhile objectives that are compatible with the public interest as well as the personal interests of the organization's members
- Good leadership based on the sound philosophy of management
- Homogeneity of group characteristics and interests
- Symbolism, and a degree of identity of organization and personal interest
- Decentralization and delegation of responsibility and authority
- The techniques used for handling men, including those for order-giving and disciplinary action
- Individual and group opportunity, including financial and non-financial incentives
- A satisfactory physical work environment
- Training, education, and indoctrination
- Organizational confidence based on equity as well as material success

Pickett, (1928: 176-177) in his study on building up of morale in education, identified total of 57 factors that affect teacher morale and grouped under 13 major headings as titled below in the order of preference: The researcher found some of these factors to be relevant in his study.

- Factors dependent upon superior officers;
- Factors dependent upon school organization, administration and control;
- Factors dependent upon attitudes of coworkers;
- Factors dependent upon qualities, capacities and preparation of the individual teacher;
- Factors dependent upon attitude of present student body;
- Factors dependent upon qualities inherent in the job;
- Factors dependent upon use of leisure time;
- Factors dependent upon economic status, advancement, and security;
- Factors dependent upon attitude of parents and laymen;
- Factors dependent upon environment;
- Factors dependent upon health and sanitation;
- Factors dependent upon attitude of former students;
- Factors dependent upon attitudes of outside agencies;

Organizational theorist, Bluedorn, 1982 (cited in Johnsrud, *et al.*, 2000: 36) notes, the organizational factors that individual experiences that include its

technology, internal opportunity structures (e.g., promotion and transfer), and its emergent structures (e.g., rules and regulations, work unit differentiation, centralization) and processes (e.g., communication, decision making, conflict). In addition, Johnsrud 1996, (cited in Johnsrud, *et al.*, 2000) identified three sources of teacher frustration: lack of authority for decision-making, lack of recognition for their contributions and their limited opportunity for career growth or advancement. Cralle and Burton (cited in Blocker, *et al.*, 1963: 203) too, identified factors such as lack of participation in policy decisions, too heavy workloads, unfair criticism, arbitrary reassignments, salary policy, and lack of supervision.

Valentic, (2005: 4) in his study on teacher morale found more administrative support and leadership, good student behavior, a positive school atmosphere, parental support, teacher's perception of students and teacher autonomy & empowerment as the factors that lead to higher teacher morale regardless of teacher's background, school location, or whether or not the school is public or private.

While Young, 1998 (cited in Mackenzie, 2007: 93) claims that morale is often influenced more by outside factors than internal ones, Rogers, 1992 (cited in Mackenzie, 2007) identifies both internal and external factors as influencing morale, highlighting "pace of bureaucratic change; discipline and management concerns; staff and staff relations; time and workload pressures" as the most common stressors of teachers.

Holmes, (2005) in her study on teacher well being identified some hidden causes for teacher morale such as the teaching psyche; the emotional attachment of teaching; the public image of teachers; fear of being "found out"; limited opportunities for reflection; reluctance to seek help; isolation; the need for perfection; aggressive parents, colleagues or pupils.

Arwakul, 1983 (cited in Phocharom, 2001) has identified 14 morale factors that he grouped in five significant categories:

- Factor related to organization and management
- Factors related to controlling and directing
- Factors related to rewards
- Factors related to colleagues
- Factors related to job satisfaction

In addition, Uthai Hiranto, 1990 (Photharom, 2001) proposed six morale factors:

- Relation between superior and subordinates that will increase lively working atmosphere as well as to enhance better teaching morale
- Job delegation and responsibility should be done appropriately (put the right man on the right job) for better work satisfaction
- Influential working condition, i.e., clean, tidy, light, cool, etc., to create good working atmosphere
- Opportunity to share opinion between superiors and subordinates and colleagues
- Work achievement appraisal i.e., promotion, salary raising, recognition, etc.
- Appropriate & timely rewards and punishments

Black, (2001) studied that teachers are motivated more by intrinsic rewards such as self-respect, responsibility, and a sense of accomplishment than by extrinsic rewards such as job security, salaries and fringe benefits. He said that a few decades ago, teachers measured their job satisfaction by such factors as participating in decision making, using their skills in ways that are valued, having freedom and independence, being challenged, expressing their creativity, and having opportunities to learn. Recent studies echo those findings.

Some of the most relevant factors in context of Bhutanese teacher morale are found to be in “*The Purdue Teacher Questionnaire*” prepared by Bentley and Rempel, 1968 (cited in Houchard, 2005: 40-41). They categorized the factor into 10 specific dimensions for more meaningful discoveries and are designed to estimate individual, school and system morale as follows:

- Teacher rapport with principal
- Rapport among teachers
- Satisfaction with teaching
- Teacher incentives
- Teacher workloads
- Curriculum issues
- Teacher status
- Community support of education
- School facilities and services
- Community pressures

These factors are taken as the dependent variables in this study, which will be explained later in this chapter. From the above factors as identified by different researchers, and can conclude that most of them are similar to each other. Hence, researchers studying morale should focus on the relevant factors to their study context. In this study, factors mentioned above serve as guideline in selecting of factors relating to teacher morale.

2.5 High and low morale

To fully understand the teacher morale, one has to first look at what high and low morale means. According to Roosevelt & et al., (1976), 'high morale is valid indicator that the staff is satisfied with the operation and accomplishments of the school. Teachers whose basic needs are satisfied tend to constantly strive for fulfillment of higher goals, and their efforts and attitudes ultimately will overflow to the student body, resulting in more productive students'. In short, they contended that the teacher morale has a direct reflection on the operation of the school.

High teacher morale is coupled with many good attributes with and of an individual teacher as well as the "whole" school administration and community. Napier, 1966 (Houchard, 2005) in his research on teacher morale found that high teacher morale was associated with:

- The teacher being appreciated as an individual by an administration;
- Confidence from the administration in teacher's competence;
- Administrative support when dealing with students disciplines;
- Teacher's participation in development of school policies;
- Adequate equipments, teaching supplies and services;
- Appropriate teaching loads and assignments;
- Equitable distribution of co-curricular and extra-curricular activities;
- Worth-while in-service training and staff development; and
- Job security.

Clough, 1989 & Dinham, 1994 (Houchard, 2005: 27) wrote that high staff morale was associated with feelings of belongingness, togetherness, achievements [student and teacher], self- and group-esteem, changing pupil's attitudes and behavior in a positive way, recognition from others, mastery and self growth, and positive relationships. Linz, & et al., (2006: 2-3) conclude that high morale coincides with job

satisfaction, high work effort, creativity and initiative, a sense of pride in one's work, a commitment to one's organization, and the desire to put the achievement to group (common) goals ahead of personal goals, thereby enhancing an organization's performance.

On the other hand, Koerner (1990) suggested that staff morale resulted from 'professional lives that have little meaning; from frustration and inability to change what is happening; from muddled goals and demands that stretch resources- both human and materials-to breaking point'. The analysis report of Brodinsky, 1984 (cited in Houchard 2005) showed low teacher morale in his place of study. The reasons identified were: (a) seduction in force, (b) adversarial contact with principal that were simply unproductive, (c) unhealthy public respect towards teachers that seems continually grow, (d) low pay, (e) facilities and resources that were inadequate, and (f) administrative supervision that were insufficient because of lack of time and resources. Similarly, Mackenzie (2007) identified a numerous causes of low teacher morale as poor student behavior, excessive workload, poor leadership, poor working conditions, and increasing government accountability measures.

Mendel (Lumsden, 1998) contended that low level of teacher morale could possibly lead to a decrease in productivity by the teacher, a loss of concern for the subject or the students, alienation from colleagues, depression, increased rate of sickness with missed workdays, general fatigue, and burnout. Further, Dinham, 1994 (cited in Houchard, 2005) found that low staff morale was affected by extrinsic factors such as, changes to educational policies and procedures, school having to deal with social problems, a declining status of teachers in society, poor supervision, and increased administrative workloads.

According to the 1998 report published by the ERIC Clearinghouse on Educational Management, (Black, 2001) low teacher morale usually leads to indifference towards others; cynical attitudes toward students; little initiatives when it comes to preparing lessons and other teaching-learning activities; preoccupation with leaving teaching for a better job; increased use of sick leave; and bouts of depression.

Finally, Macmillan, 1998 (cited in Black, 2001) found that low teacher morale is existed in the traditional, rigid, bureaucratically administered schools; but progressive and flexible schools that use collaborative problem-solving strategies

promote a feeling of affiliation with the school and raise teacher morale. In the more flexible schools, teachers believe they can contribute to positive school wide changes and that their contributions will be sought after and valued.

2.6 Measuring teacher morale

Morale is widely recognized in the psychology, management, and human relations literatures as a primary factor governing worker effort and thus determining overall company performance (Howitt, 2002). Yet, most researchers on teacher morale agree with the fact that 'morale' is an intangible element that is difficult to define or describe. It is onerous to measure and is in a constant state of fluctuation, because morale is a feeling rather than an action or outcome. Further, Bess & Evans, 1997; Kottkamp, Provenzo & Cohn, 1986; Reyes, 1990; (cited in Houchard, 2005: 28) agreed that morale manifests itself in a number of different factors with no single factor being present.

Researchers agree that morale is a continuous variable that measures and individual's perception of task achievement and job satisfaction. Henderson & et al., (1991: 54) say that high morale can be characterized by interest and enthusiasm for the job. While low morale is characterized by feelings of dissatisfaction and frustration. They say that the teacher morale can be viewed as teachers striving to achieve their individual goals and the educational goals of the school system and their perceptions of satisfaction that stem from the total school environment.

Despite the consistent problem in defining and measuring morale, several attempts have been made by researchers to devise instruments to measure and record teacher morale. An inventory of morale may serve as a good starting point. Koerner (1990) states that inventories can start with enquiries as simple as paper surveys, interviews, and group discussions. In addition, there are dozens of more formal inventories such as the *Purdue Teacher Opinionaire*, the NASSP School Climate Survey, Employee Attitude Survey, Job Satisfaction Survey, Rundquist & Sletto Morale Scale, Job Description Index, Minnesota Satisfaction Questionnaire, and Behavioral Morale Checklist.

Stedt and Fraser, 1984 (cited in Houchard, 2005) contended that one of the most useful and dependable method for measuring teacher morale was that of the

Purdue Teacher Opinionnaire developed by Bentley and Rempel, 1968. The standardized instrument asks teachers to respond to 100 questions on morale aspects. The test is set up as a Likert-type scale that scores and indicates how the respondents feel about certain questions or issues or investigates ten factors of morale as:

- Teacher rapport with principal
- Rapport among teachers
- Satisfaction with teaching
- Teacher incentives
- Teacher workloads
- Curriculum issues
- Teacher status
- Community support of education
- School facilities and services
- Community pressures

The product is a subset of scores that helps to determine an overall morale score or measurement (Houchard, 2005). The researcher has tried adopting and adapting some of these inventory tools to suit his study context. One significant adaption in this study is the replacement of the curriculum issues factor by the transfer and deployment policies factor. According to Bentley and Rempel, curriculum issue solicits teachers' reactions to the adequacy of the school program in meeting student needs, in providing for individual differences, and in preparing students for effective citizens.

However, as the school curriculum in Bhutan, is same throughout the country, the questionnaire items designed for this factor are found irrelevant. As such, the researcher has deleted it from his study and replaced it with the transfer and deployment policies factor, which is very much relevant to this study context.

2.7 Related research studies

Dorji 2007 (Kuensel: 29 June, 2007) studied teacher morale in Bhutan and found that majority of the Bhutanese schoolteachers suffer from low morale and motivation. Of the 51 teachers that the researcher interviewed, only three expressed being positive and happy as teachers. Rest, maximum of young teachers expressed frustration, dissatisfaction and low morale & motivation. The main factors identified

as causing the low morale are heavy workloads besides teaching, unattractive monetary incentives, lack of training opportunities, and lack of recognition for their selfless services.

Dorji, (2007) in his study to find out level of job satisfaction of primary school teachers under Samtse district of Bhutan interviewed 136 primary teachers from three levels of schools [primary, lower secondary, and middle secondary] under Samtse Dzongkhag. The satisfaction levels were measured on a five point Likertscale from the mean scores (scale from 1= very unsatisfied to 5=very satisfied). He found the overall job satisfaction at the satisfied level with the mean score of 3.58. However, the study revealed that there were a few aspects like salary, image of the job, and growth & advancement where teachers expressed dissatisfaction. As such, the researcher recommended for the further studies focusing on these aspects of job satisfaction.

Mackenzie, (2007) studied teacher morale and identified from the literature that teacher morale in Australia was at all time low feeling undervalued, unappreciated, frustrated and demoralized. He identified the causes of morale as poor status in the community, poor salary (relative to other professions), poor student behavior, excessive workload, poor leadership, poor working conditions, and increasing government accountability measures.

On the contrary, the quantitative study done by Houchard, (2005) on teacher morale in Mitchell County Schools found that overall level of teacher morale is moderately high. While satisfaction with teaching led the way in contributing to higher morale, the issue of teacher salary was found to lower morale.

DeBruyne, (2001) in his study on teacher morale found that healthy school cultures correlated strongly with both student achievements, with teacher productivity and morale, while low level of satisfaction and morale can cause decreased productivity and can ultimately cause teacher burnout. He says, "There is no doubt that working to maintain or improve the morale of teaching staff plays an important role in creating and maintaining an environment that is conducive to learning".

Photharom, (2001) studied morale level of personnel in Mahidol University. He found that staffs possess morale at the moderate level. While factors in working like nature of work, adequate income, security, and relation to superiors & colleagues have a positive relationship with working morale, the population tends to disagree

with some factors like justice, condition of work and welfare. He recommended the organization to provide with sufficient & nice facilities, as well as to carry out surveys to find out staffs' welfare needs.

2.8 Documentation and studies related to variables

The researcher in this study has eliminated the most relevant variables from the theories and the related studies above. Since the study is focused on the national teachers in Trashigang only, the nature of data is homogeneous that comes from the same setting. As such, not all variables and factors discussed above are viable to use in this study. The following are the most relevant variables on teacher morale in the context of this study:

2.8.1 Independent variables

2.8.1.1 Individual factors

1. Age

The studies have shown that age plays an important role in determining one's morale. Most of the research works have found that older people are more satisfied with their jobs than the younger ones. Study by Dorji (Kuensel: 29 June, 2007) on teacher morale found that younger teachers expressed having low morale than the older teachers in Bhutan. Glenn, Taylor & Weaver, 1977 (cited in Dorji, 2007) found that age is positively related to job satisfaction. As workers grow older, they become more satisfied because of the intrinsic and extrinsic rewards of work like prestige, income, authority and autonomy on the job. In other words, it is called generational differences. Guarino et al., (2004: 28) in their study found that morale is generally low either with the very young teachers with 2-3 years teaching experience or with very experienced teachers nearing the retirement eligibility. Further, Phocharom (2001) in his study found that the staff who are 41 years and older have higher morale of work than any other age groups. As such, the researcher assumes that teacher morale is statistically significant by age.

2. Gender

Many studies have shown that gender is also important predictor of satisfaction in teaching. It is seen that more and more females are taking up the

teaching profession. It is of utmost importance to understand the difference of job attitudes across the gender. Although most studies have shown very few differences in job attitudes among males and females, a few studies found that females have high level of morale than males. For instance, in a study of stress and job satisfaction of teachers by Mata et al., 1989 (cited in Dorji, 2007: 40) more than twice as many male teachers as women indicated dissatisfaction with their work as teachers. Correspondingly, Kathina 2002 (cited in Dorji, 2007) in her study on job satisfaction found that in average people seem to be less satisfied than women are. Cook, 1979 supports the same (cited in Photharom, 2001: 34) who found in his study that female teachers have higher morale than male teachers do.

However, a few studies argue that male teachers have high morale in teaching than female. For instance, the studies carried out in Japan and Germany by Ninomiya & Okato, 1990; and Lissmann & Gigerich, 1990 (cited in Photharom, 2001) respectively, show that more men than women enjoyed teaching as a profession. Hence, the researcher assumes that there is significant difference in teacher morale compared by gender.

3. Level of education

Most studies on job satisfaction and morale show that the worker's education level has positive relation to job satisfaction and morale. More individuals that are qualified are less satisfied. For instances, Manee Ouicharon, 1985 (Photharom, 2001: 34) studied satisfaction of nurse in Chulalongkorn University. She found that the bachelor degree nurses were more satisfied than the master degree nurses were. Weaver, 1978 (Dorji, 2007) found that individuals with more education are less satisfied as the qualified individuals tend to have more options in the job markets.

However, the Herzberg's two-factor theory states that people, who have higher level of education will enjoy more for the intrinsic value. Thus, they tend to have higher working morale. Hence, the researcher assumes that the teacher morale is statistically significant by education level of teachers.

4. Year of experience

Year of experience is interesting as one looks at the level of teacher morale between newer teacher and more experienced teachers. Photharom, (2001: 71) in his study on workers' morale in Mahidol University, found strong relationship between the years of experience and work's morale. The staff who worked more than 16 years had higher work morale than other age groups. He studied that at the beginning of work, people tend to have high morale or satisfaction; however, the same would decrease until 5 or 8 years, and the morale and satisfaction would increase again when people worked longer. The work morale would be the highest at 20 years.

A Review of the Research Literature on Teacher Recruitment and Retention by Guarino, & et al., (2004: 28) also found that morale is generally low either with the very young teachers with the 2-3 years teaching experience or with very experienced teachers nearing the retirement eligibility. For instance, younger and less experienced teachers tend to feel more alienated and powerless, whereby they experience more stress. Further, the study on the quality of teachers' professional lives by Fraser, & et al., 1998 (Dorji, 2007) shows that teachers with longer service are overall less satisfied with teaching. Thus, the researcher presumes that the teacher morale is statistically significant by year of experience.

5. Initial career goal

Thompson, (1960: 44) analyzed the problem of faculty morale among teachers in Negro colleges and found that many teachers actually did not regard teaching as a 'calling,' but were satisfied that they had chosen as wisely as they might have from among the limited careers that were open to them. Since their initial career dream was not to become a teacher, teaching career for them became a matter of no choice.

As such, many of them admitted that they would be glad to leave teaching and go for some other non-teaching jobs if it offered similar status and income. Therefore, the researcher assumes that one important reason why teachers tend to have low morale is perhaps, that they are in the wrong profession.

2.8.1.2 Organizational factors

1. School level

School level in this study is considered as types of school such as primary and secondary schools. Black (2001) in his study on teacher morale found that primary teachers have high morale than secondary teachers. The reason being that the primary children are easy to deal with and there are not many disruptive behaviors from them. On the other hand, it is difficult to deal with secondary schools children because their behavior at this age tends to be aggressive and disruptive. Inversely, the study on community and school size as factors in job satisfaction of principals in Newfoundland and Labrador by Ronald, & et al., 1988 (cited in Dorji, 2007: 46) have found that principals of small and intermediate schools in small communities have significantly lower satisfaction than principals of larger school in larger communities.

2. School size

School size here refers to how large and small the school is, based on the number of students enrolled. Stemple (2004) says that with an increase in school size come more extra and co-curricular activities, thus more supervisory responsibilities, and more activities to monitor. The studies show that when the number of students in a school is manageable, the teachers can give more attention to the children and can provide help as per the needs of the students. Dorji, (2007) in his study on job satisfaction of teacher argues that the small school size encourages teachers to innovate and students to participate, resulting in greater commitment for both the groups. On the other hand, a teachers working in a school with unmanageable number of students will have disciplinary problems, whereby teachers become more stress leading to low morale. However, it may not be true in Bhutan. The large size schools are mostly located in the urban areas and most small ones are in rural. The literature reveals that teachers in rural schools have low morale than in urban schools, thus, contradicting the morale based on the size of school.

3. School settings

In the study, the school setting is defined as the location of schools in either rural or urban. In Bhutan, most of the primary schools fall in rural setting than the

secondary schools. There are difficulties and challenges to those teachers who serve in rural schools. Inaccessible to motorable road, electricity, lack of basic facilities, shortage of teachers, and uneducated parents are a few of the notable difficulties. Mulkeen, (2005: 5) in his study on teachers for rural school found that while there are many surplus teachers in urban, there are acute shortages in rural Africa. He said that in many countries teachers express a strong preference for urban posting. Besides the above-mentioned difficulties in rural schools, there are a number of rational reasons why teachers don't prefer rural postings. One of the concerns about working in rural areas is that the quality of life may not be as good. Teachers have expressed concerns about the quality of accommodation, the classroom facilities, the school resources and the access to leisure activities.

Health concerns are a second major issue. Teachers may perceive that living in rural areas involves a greater risk of disease (Akyeampong & Stephens, 2002 as cited by Mulkeen, 2005), and less access to healthcare. Ahedge, 2000, (cited in Mulkeen, 2005) further says that teachers may also see rural areas as offering fewer opportunities for professional advancement. Urban areas offer easier access to further education. In addition, teachers in rural areas are less likely to have opportunities to engage other developmental activities, or in national consultation or representative organizations.

2.8.2 Dependent variables (10 factors of teacher morale, adopted and adapted from the *Purdue Teacher Opinionnaire*).

2.8.2.1 Teacher rapport with principal:

According to a document published by the ERIC Clearinghouse on Educational Management, teacher morale is higher in schools where principals create a positive school culture and climate (Black, 2001). In order to boost teacher morale, a principal should have genuine interests in teachers and their works, professionally competent to support teachers, able to communicate well, and able to keep up good relations with teachers. Herzberg's Two-Factor theory emphasizes on relationships with subordinates and quality of supervision means the principal's relationship with teachers. The same is supported by the relatedness needs of the ERG theory and need for affiliation (nAff) of acquired needs theory. Similarly, Pickett (1928), Valentic

(2005), Mackenzie (2007), and Holmes (2005) all agree that the teacher rapport with principal is crucial in building morale.

Vernadine, (cited in Black, 2001) puts it that principals have the power to “uplift teachers”. He has investigated teacher morale in terms of administrators' management styles, maintains that principals who effectively define their school's mission, manage the school's instructional program well, promote a positive climate for student learning, and invite teachers to collaborate on important decisions have the greatest impact on teacher morale.

Further, Arwakul, 1996 (Photharom, 2001) says that relation with superior helps or advises subordinates on problem solving, non-bias, impartiality, non-dictatorship, open minded, recognized and reinforced good performers, equality, and justice. Rafferty, (2002: Abstract) in his study on teacher morale found that there was a very significant relationship between teacher morale levels and teachers' satisfaction with their school's principals. As such, the researcher assumes that there is significant relationship between teachers' morale and their satisfaction with principals in schools under Trashigang district.

2.8.2.2 Rapport among teachers

Teacher's relationship with other teachers is one of the hygiene factors identified by Herzberg in job context that affect job dissatisfaction. If there is no cooperation among teachers working in the same school, the working atmosphere becomes haphazard affecting the morale of each individual. Hence, the teachers are professionally supposed to have rapport with all concerned with his profession, especially with other teachers. Having good relationship with each other in both the personal and official matters will result in trusting each other, helping each other, and being sincere to each other (Photharom, 2001).

2.8.2.3 Satisfaction with teaching

It talks on the teacher relationship with students and feelings of satisfaction with teaching. Holmes, (2005) has to say that ‘teaching is an inward-looking career in that teachers have to draw so much from their inner being. Teaching emerged through the blend of individual personal integrity and identity’. According to this factor, the

high morale teacher loves to teach, feels competent in his job, enjoys his teaching, and believes in the future of teaching as occupation (Bentley & Rempel, 1980; as cited in Houchard, 2005). Herzberg's motivator factor "work itself" talks on this factor. According to this factor, teachers are motivated more by intrinsic rewards rather than extrinsic rewards (Ellis, 1984). However, Gawel (1997) does not agree. He pointed out the previous research by Tutor (1986) who found that teachers were influenced by hygiene factor as much as influenced by motivator factors.

2.8.2.4 Teacher salary [incentives]

Teacher Incentives may include (1) monetary benefits like salary scale, merit pay, difficult/hardship and travel allowance; (2) In kind supplements like free or subsidized housing, low interest loans, and scholarship for children; benefits such as leaves, additional earnings, and fringe benefits; and (3) bonuses for regular attendance, student's achievement and grants for classroom projects. At a time when schools are at risk of failing due to insufficient teacher quality, it is critical to consider incentive measures to attract intelligent, committed individuals into teaching (ALEC, 2007). Further, World Education Forum, 2000 (Education International-Brussels, 2003: 47) declared that 'the honor and dignity of the teaching profession must be restored through various incentives if teachers are to participate as credible agents in the delivery of quality education for all'.

In any society, economic well being is, without doubt, the primary motivation for assumption and performance of occupational duties. Thompson, (1968: 44) rightly says, "Money income is widely accepted as the measure of the man". If the income one earns is too low to maintain the style of life commensurate with the high social status accorded in the society, one is bound to be demoralized. As such, the financial stability of a person may influence the morale.

Gaynor, 1998; Craig, Kraft & Plessis, 1998 (cited in Mulkeen, 2005: 13) say that some countries have attempted to make teaching profession especially in rural areas more attractive through the use of incentives. In some cases, these may be financial incentives, in the form of a hardship allowance, travel allowance, or subsidized housing. In other areas, the incentives may be non-monetary, including, for example, special study leave or better training opportunities.

Some researchers, however, argue that it is not that people who are paid more have higher level of morale at work. Rather it is the fact that people who feel that they are not being paid enough are demoralized because of that. Therefore, the key point here is not a case of how much teachers are actually paid, it is the perception of their role by teachers that affects how high or low their morale is. High morale teachers remain in teaching mostly, because they are motivated by interpersonal rewards, the approval of colleagues, family and friends and the pleasure gained from the job itself. Their high morale comes from the actual process of working in a school, not from the surrounding issues of incentives.

The researcher therefore, assumes that incentives are factors to motivate teacher morale but not an absolute means to raise morale. Herzberg's hygiene factor such as, base wage and salary talks about the incentives that teachers must get and should be getting in return to their works done. Of course, most studies on job satisfaction have shown that incentives and job satisfaction are significantly related.

2.8.2.5 Teacher workload

Teachers are expected to shoulder various responsibilities in schools besides teaching. In Bhutan, a teacher teaches minimum of 22 hours a week. On top of this, he/she has to carry out numerous other roles and responsibilities such as record-keeping, clerical works, co-curricular activities and extra-curricular loads. This tends to give frustration to teachers when they are loaded with works, which are beyond their capacity.

Lumsden, (1998) rightly pointed out that the expectations and responsibilities placed on teachers seem to be growing exponentially and is another possible cause of morale problems. He says that teachers are expected to perform many duties in order to meet the needs of students that may have little if anything to do with teaching the curriculum. These extra duties often cause feelings of frustration for teachers, or feeling of being overwhelmed as the attempt to "do it all". However, on contrary to this, a few researchers found that more challenging works lead to higher level of satisfaction (Dorji, 2007).

2.8.2.6 Teacher status

Teacher status according to PTO (*Purdue Teacher Opinionnaire*) is about the prestige, security, and benefits afforded by teaching to teachers. Teacher morale is high when he feels that he is an accepted member of the society. Holmes, (2005) rightly says that the status of teachers is something that requires near-constant attention to ensure that the job is reflected accurately in the eyes of the society. Further, theories by Maslow (1954) and Herzberg (1959) contended that the increase of self-esteem or status of individual that was considered as high level of psychological needs would increase satisfaction and morale.

Thompson (1968: 45) says that the desire to be recognized and respected seems to be a basic aspect of human nature. Studies of employer-employee relations in industry (Thompson) specifically emphasize that no matter what position an employee holds, what salary he earns, his morale and work outputs would be low unless he is given the recognition and respect, which he feel that he deserves. Quoting Thompson:

Most of us want the satisfaction that comes from being recognized as people of worth by our friends and work associates. Money is only a small part of this social recognition...we all want tangible evidence of our social importance. We want the feeling of security that comes not so much from the amount of money we have in the bank as from being accepted as a member of a group. The man whose job is without a social function is like a man without a country; the activity to which he has to give the major portion of his life is robbed of all human meaning and significance.

Hence, the researcher assumes that the teacher's status is positively related to teacher morale.

2.8.2.7 Community support of education

Community support deals with people's understanding of the importance of education and thereby, supporting in any educational programmes planned in collaboration with the government, school, and the community. The report prepared by the Council for the NSW minister for Education and Training, 1999 states that the increase in community involvement and participation will change the way in which school operates. It strongly suggests that higher the quality of the relationship between schools and their communities, the higher the level of the contribution due to

community involvement. Higher the level of community support and contribution, the higher the level of teacher morale. This is the factor identified from the other related studies.

2.8.2.8 Community pressure

Community pressures according to Bentley and Rempel (1980), gives special attention to community expectations with respect to teacher's personal standards, his participation in outside-school activities, and his freedom to discuss controversial issues in the classroom. Teachers often fear the community involvement could lead to deterioration in educational standards, those minority pressure groups or more articulate groups of community members could exert undue pressure on teachers' personal lives. Some teachers may also see community pressure as a potential undermining of their professionalism. Thus, the community pressures may have adverse affect on the morale of teachers in school.

2.8.2.9 School facilities and services

School facilities and services in this research have to do with the adequacy of facilities, supplies and equipments, and the efficiency of the procedures for obtaining materials and services. It is an undeniable fact that the environment in which people work has a tremendous effect on the level of pride for them and for the work, they are doing (Dorji, 2007: 48).

Herzberg's hygiene factor such as, "working conditions" supports this factor. It says that both physical and social environment are of paramount importance. The social environment is covered under the rapports of teachers and principal. The physical environment covers infrastructures of school building, classroom, furniture, playground, computer facilities, laboratories, etc. If these facilities are available in a school, teachers tend to be satisfied with their job, thus, raising their morale. Opposite is true that if these facilities are scarce in schools teachers tend to be dissatisfied. Hence, the researcher concludes that the physical environment (facilities and services) is one of the important factors, which make difference in the working morale of teachers.

2.8.2.10 Transfer and deployment policies

Transfer and deployment policies refer to the government's policies on transfer and deployment of teachers. It solicits teachers' reactions on the fairness of the implementation of the policies by the concerned authorities. Do they get transfer in time? Are teachers fairly deployed in each school? The 5th Annual Education Conference held on 24th – 28th December 2001 (MoE, 2001) endorsed that every teacher must serve at least for 3 years in remote schools. It also resolved that the teacher-pupil ratio of 1:32 combined with the requirement of teachers to teach a minimum of 22 hours a week be used as a general guideline to determine the teacher requirement as well as to monitor the equal distribution of teachers.

The 10th annual Education Conference held on 26th -31st January 2007 (MoE, 2007) further reviewed the policies on teacher deployment and transfer, which reinforced that: home posting be allowed to encourage teachers to work in remote schools; all fresh teacher graduates to serve in remote schools for at least three years; and teachers posted in remote schools be transferred out to a more comfortable place after a minimum of three years or otherwise, their difficulty allowance be increased significantly.

The equity theory by Adams helps to explain the fairness of implementing the policies in organizations. The theory helps us to explain that if teachers are not rewarded as equally as their co-workers are treated or as equally as their work inputs, they tend to feel neglected and unsatisfied. This in turn leads to dissatisfaction and ultimately affects their teaching morale. Further, Herzberg's hygiene factor talks about the fairness and justice of the organizational policies toward its employees. Thus, the researcher assumes that the unfairness in the implementation of transfer and deployment policies affects the morale of teachers especially in remote schools.

CHAPTER 3

RESEARCH METHODOLOGY

This is the study of factors affecting teacher morale under Trashigang District in Bhutan. The purpose of the study was to determine the level of teacher morale under Trashigang district based on the individual and organizational factors. This chapter presents the systematic procedures for this research project as follows:

3.1 Research design

3.2 Population and sample

3.2.1 Population

3.2.2 Sample

3.3 Research instruments

3.3.1 Data collection instruments

3.3.2 Reliability and validity of the questionnaire

3.4 Data collection

3.5 Data analysis

3.1 Research design

This quantitative study was conducted using a survey-designed method. The *Purdue Teacher Opinionnaire* prepared by Bentley and Rempel, (1968) was chosen to measure the factors contributing to teacher morale.

English is the medium of instructions for teaching and learning in Bhutanese schools. Except for Dzongkha (The national language), all subjects were taught in English until recently, the curriculum was redesigned with almost 50% of English and 50% of Dzongkha. As such, majority of the teachers in Bhutan have a good command over English. That was why all the questionnaire items were designed in English version only. The *Purdue Teacher Opinionnaire* instrument uses a Likert-type scale to collect and measure each variable of the study.

3.2 Population and sample

3.2.1 Population

Trashigang district had sixty public schools spread proportionately throughout the district. As of now, there are no private schools. Out of sixty schools, two were Higher Secondary (classes XI-XII), three were Middle Secondary (classes VII-X), and nine were Lower Secondary schools (classes VII-VIII). For the convenience of the study, the researcher had clubbed all the three levels into one as Secondary Schools. Therefore, there were fourteen secondary schools in all.

The rest were primary and community schools. There were 12 full-fledged primary schools and 34 community schools (classes PP-VI). However, for this study they were clubbed into one level and called as primary schools. Therefore, there were 46 primary schools in all. Overall, the target population of this study was 60 schools with 354 national trained teachers. The detail statistics of schools is shown in Table 3.1 below:

Table 3.1 Statistics showing number of schools and national teachers in Trashigang district.

| Sl.# | School Level | No. of schools | Teachers | | | School Setting | |
|--------------|-------------------|----------------|------------|------------|------------|----------------|-----------|
| | | | Male | Female | Total | Urban | Rural |
| 1 | Higher Secondary | 2 | 26 | 2 | 28 | 2 | 0 |
| 2 | Middle Secondary | 3 | 33 | 22 | 55 | 3 | 0 |
| 3 | Lower Secondary | 9 | 72 | 43 | 115 | 7 | 2 |
| 4 | Primary | 12 | 41 | 24 | 65 | 5 | 7 |
| 5 | Community Primary | 34 | 73 | 18 | 91 | 9 | 25 |
| Total | | 60 | 245 | 109 | 354 | 26 | 34 |

3.2.2 Sample

In this study, the researcher selected the teachers working in primary and secondary schools using stratified sampling. This was to ensure the proportionate representation of teachers according to the level and setting of schools. Out of 14 secondary schools, eight were selected representing all the levels and settings. Out of 46 primary schools, 23 were selected to represent all the levels and settings. After deciding the number of schools to be surveyed, the sample size (n) was determined considering the population of national teachers in the Dzongkhag. The published table 2 of Glenn D. Israel (1992) was used to determine the sample size as shown in Table 3.2.

Table 3.2 Published table 2 of Glenn D. Israel (1992).

| Table 2. Sample size for $\pm 5\%$, $\pm 7\%$ and $\pm 10\%$ Precision Levels Where Confidence Level is 95% and $P=.5$. | | | |
|--|---------------------------------------|------------|------------|
| Size of Population | Sample Size (n) for Precision (e) of: | | |
| | $\pm 5\%$ | $\pm 7\%$ | $\pm 10\%$ |
| 100 | 81 | 67 | 51 |
| 125 | 96 | 78 | 56 |
| 150 | 110 | 86 | 61 |
| 175 | 122 | 94 | 64 |
| 200 | 134 | 101 | 67 |
| 225 | 144 | 107 | 70 |
| 250 | 154 | 112 | 72 |
| 275 | 163 | 117 | 74 |
| 300 | 172 | 121 | 76 |
| 325 | 180 | 125 | 77 |
| 350 | 187 | 129 | 78 |
| 375 | 194 | 132 | 80 |
| 400 | 201 | 135 | 81 |
| 425 | 207 | 138 | 82 |
| 450 | 212 | 140 | 82 |

Israel used the simplified formula provided by Yamane, (1967) to calculate sample size with 95% confidence level and $P=.05$ in table 2. The formula is:

$$n = \frac{N}{1+N(e)^2}$$

Where,

e = Error of random sampling = 5%

N = Population size

n = Sampling size

The total population for this study was 354 national teachers of secondary and primary schools in Trashigang district that is nearer to 375 of the table above. Therefore, the researcher had taken the sample size as 194 national teachers. After this, the schools were selected using simple random sampling. All teachers of the sample schools were the respondents of the study as shown in Table 3.3.

Table 3.3 Number of sample schools and sample teachers

| School setting | School level | No. of total schools | No. of total teachers | No. of sample schools | No. of sample teachers |
|----------------|--------------|----------------------|-----------------------|-----------------------|------------------------|
| Urban | Secondary | 12 | 175 | 07 | 95 |
| | Primary | 14 | 70 | 08 | 39 |
| Rural | Secondary | 02 | 23 | 01 | 14 |
| | Primary | 32 | 86 | 15 | 46 |
| Total | | 60 | 354 | 31 | 194 |

3.3 Research instrument

3.3.1 The data collection instrument of this research comprises of 4 parts:

Part 1 of questionnaire intended to survey the individual characteristics of the respondents, which included age, gender, level of education, year of experience, and initial career goal. The answers to the questions were either choices or fill in the blanks.

Part 2 of questionnaire intended to explore organizational characteristics of where the respondents work. It included school level, school size, and school setting. The answers to the questions were choices only.

Part 3 of the questionnaire intended to measure teachers' morale. In this study, the researcher adopted and adapted the '*Purdue Teacher Opinionaire*'. Information from Purdue University given to Houchard (2005) relayed that permission was no longer needed to use the PTO because the copyright protection had expired.

The instrument breaks down the morale into 10 specific dimensions for more meaningful discoveries and is designed to estimate individual, school and system morale (Houchard, 2005:39). A brief description by Bentley and Rempel (1980) of the 10 factors included in the opinionaire is given in the first chapter of this study.

The 100 items of the instrument were divided into each of the 10 teacher morale factors as shown in Table 3.4.

Table 3.4 Division of 10 teacher morale factors into 100 items

| Factor | Description | Item |
|--------|----------------------------------|----------|
| 1 | Teacher rapport with principal | 1 – 18 |
| 2 | Rapport among teachers | 19 – 32 |
| 3 | Satisfaction with teaching | 33 – 52 |
| 4 | Teacher salary [incentives] | 53 – 58 |
| 5 | Teacher workload | 59 – 66 |
| 6 | Teacher status | 67 – 74 |
| 7 | Community support of education | 75 – 80 |
| 8 | Community pressure | 81 – 86 |
| 9 | School facilities and services | 87 – 94 |
| 10 | Transfer and deployment policies | 95 - 100 |

Each of them used a four-point Likert-type scale that measured the degree of agreement with the statement: (1) disagree (2) probably disagree (3) probably agree (4) agree. In this study, the code (1) represented low morale and a (4) represented high morale. By adding the numeric responses of all items for a given factor, it was possible to create scores for each of the 10 dimensions.

To better understand and compare each aspect of teacher morale as measured

by the *Purdue Teacher Opinionaire*, each factor was created by summing up the items that make up the factor and dividing by the number of items in the factor. This calculation resulted in each factor having a potential range of 1 to 4.

The Table 3.5 shows that the low score represented low morale, whereas high score represented high morale. The researcher derived difference of 0.6 mean score between each level of teacher morale using the evaluation criteria of Best, (1977) as follows:

$$\frac{\text{Upper score} - \text{Lower score}}{\text{No. of levels}} = \frac{4 - 1}{5} = \frac{3}{5} = 0.6$$

Table 3.5 Guidelines for understanding the means of teacher morale factors

| Mean score of Teacher Morale | Teacher Morale Definition |
|------------------------------|--------------------------------|
| 1.00 – 1.60 | Very low Teacher Morale |
| 1.61 – 2.20 | Moderately Low Teacher Morale |
| 2.21 – 2.80 | Moderate Teacher Morale |
| 2.81 – 3.40 | Moderately High Teacher Morale |
| 3.41 – 4.00 | High Teacher Morale |

Part 4 was the open-ended questionnaire on opinions and suggestions of the respondents. It intended to welcome all free opinions and suggestions to improve and reinforce teacher morale in schools.

3.3.2 Reliability and validity of the questionnaire

Reliability: The questionnaire was pretested with 30 national teachers from a nearby district, Mongar who were not included in the sample group to determine the reliability. The internal consistency of the descriptive questionnaire was assessed by calculating Cronbach's coefficient alpha (α).

$$\alpha = \frac{n}{n-1} \left\{ \frac{1 - \sum s_i^2}{s_t^2} \right\}$$

Where, α represents coefficient of reliability
 n represents number of questions in the instrument
 $\sum s_i^2$ represents score variation for each equation
 s_t^2 represents score variation for the whole instruments

Generally, in social science research situation, the reliability coefficient of .70 or higher is considered 'acceptable'. As such, the researcher employed the cutoff point of .70 as the basis of evaluating reliability.

The Table 3.6 shows the Cronbach's alpha (α) reliability coefficients for the *Purdue Teacher Opinionnaire* by Bentley and Rempel (1968). The Cronbach's alpha (α) reliability coefficients is a measure of scale's internal consistency. The closer the coefficient is to 1.0, the higher the reliability.

Table 3.6 Cronbach's alpha reliability coefficients for the 10 *Purdue Teacher Opinionnaire* factors

| Factor | Cronbach's Alpha |
|----------------------------------|------------------|
| 1 Teacher Rapport with Principal | .96 |
| 2 Satisfaction with Teaching | .88 |
| 3 Rapport Among Teachers | .94 |
| 4 Teacher Salary | .74 |
| 5 Teacher Load | .79 |
| 6 Curriculum Issues | .73 |
| 7 Teacher Status | .82 |
| 8 Community Support of Education | .78 |
| 9 School Facilities and Services | .69 |
| 10 Community Pressures | .55 |

The Table 3.7 shows the Cronbach's alpha (α) reliability coefficients for the questionnaires adopted from the *Purdue Teacher Opinionnaire* by Bentley and

Rempel (1968). The Cronbach's alpha (α) reliability coefficients was measured and found the coefficient as follows:

Table 3.7 Cronbach's alpha (α) reliability coefficients for the questionnaires adopted from the *Purdue Teacher Opinionaire* in this study

| Factor | Description | Cronbach's alpha |
|--------|----------------------------------|------------------|
| 1 | Teacher Rapport with Principal | .92 |
| 2 | Rapport Among Teachers | .90 |
| 3 | Satisfaction with Teaching | .87 |
| 4 | Teacher Salary [incentives] | .87 |
| 5 | Teacher Workload | .87 |
| 6 | Teacher Status | .88 |
| 7 | Community Support of Education | .88 |
| 8 | Community Pressure | .70 |
| 9 | School Facilities and Services | .86 |
| 10 | Transfer and Deployment Policies | .72 |

Validity: The content validity of the questionnaire was done by consulting with advisors. The comments and recommendations made by advisors were taken as of great value. The instruments were finalized upon receiving the feedbacks and recommendations from the advisors committee.

3.4 Data collection

The researcher obtained written permissions from the district magistrate and district education officer to gain access to schools and to gain cooperation from the respondents. It was needed to travel personally to each of the sampled school, as the mail services in the schools were unreliable. The principal and one teacher from each sampled school was briefed on the questionnaire items who in turn briefed the teachers to make sure that the questions were responded as clearly as possible. The teacher was requested to coordinate in distributing and collecting the questionnaires to and from the respondents.

The teachers were given a time-period of 1 week to respond to the questionnaires. Upon completion, the coordinator was requested to collect them back and hand over to the researcher. The coordinator remained as a contact person to the researcher throughout the process of data collection until the end of the study.

Furthermore, the teachers were explained about the intention of the study through letter that further assured their confidentiality. Access to survey was restricted to the researcher only, to protect the confidentiality of all the respondents. Individual respondents and schools was never referred to by name to protect each from identification. All statistical analyses were presented in summary form with no one person or school being identified.

3.5 Data analysis

The data obtained from each teacher were checked out, grouped and tabulated to facilitate the analysis process. The data were processed and analyzed electronically using computer application software. Both the descriptive and inferential statistics were used to analyze the data.

The descriptive statistical analyses employed were frequency, percentage, means, and standard deviation. The inferential statistics were student's t-test, and one-way analysis of variance (ANOVA). To pinpoint significant differences between all possible pairs of values of a factor variable, Post Hoc multiple comparisons test was conducted using Fisher's LSD (Least Significant Deviation). The hypotheses were tested using the confidence level of 0.05.

CHAPTER 4

RESULTS

The purposes of this study were to determine the level of teacher morale under Trashigang district in Bhutan and to compare teacher morale by their individual and organizational factors. The data collection was done through questionnaire survey. 194 questionnaires were distributed to the teachers of 31 sampled schools in Trashigang district. The responses obtained were 100 percent. The collected data were analyzed by using both the descriptive and inferential statistics. The results are presented as follows:

- 4.1 Demographic of the sample
- 4.2 Teacher morale in Trashigang district
- 4.3 Comparisons of teacher morale in Trashigang district
- 4.4 Comments and other suggestions

4.1 Demographic of the sample

Table 4.1 Frequency and percentage of the data from individual factors of the sample

| (n=194) | | |
|--|-----------|------------|
| Factor | Frequency | Percentage |
| Age | | |
| Below 30 years | 111 | 57.2 |
| 30 – 40 years | 66 | 34.0 |
| Above 40 years | 17 | 8.8 |
| $\bar{X} = 30.84$, S.D = 6.48, Max. = 54, Min. = 23 | | |
| Gender | | |
| Male | 119 | 61.3 |
| Female | 75 | 38.7 |
| Level of education | | |
| PTC/ZTC (Post Secondary) | 89 | 45.9 |
| B.Ed. (Bachelor Degree) | 100 | 51.5 |
| M.Ed. (Master Degree) | 5 | 2.6 |

Table 4.1 Number and percentage of the data from individual factors of the sample (Cont.)

| Factor | Frequency | Percentage |
|--|-----------|------------|
| Year of experience | | |
| Less than 10 years | 149 | 76.8 |
| 10 – 20 years | 34 | 17.5 |
| Above 20 years | 11 | 5.7 |
| $\bar{X} = 7.06$, S.D = 6.59, Max. =36, Min. =1 | | |
| Initial career goal | | |
| Genuine interest | 134 | 69.1 |
| Somebody's compulsion | 22 | 11.3 |
| No options | 27 | 13.9 |
| Any others | 11 | 5.7 |
| - Vacation | 2 | 1.0 |
| - Teaching Allowance | 1 | 0.5 |
| - Social Status and grades | 5 | 2.6 |
| - Continuous Learning | 3 | 1.6 |

The individual data of the respondents were analyzed by frequency, percentage, means and standard deviation. The results in the Table 4.1 above showed that in the studied sample, most of the teachers (57.2%) fell below the age of 30 years. While 34 percent of the teachers were between the ages of 30-40 years, teachers with the age of 41 and above bottom the list (8.8%). The maximum age of the total respondents was 54 and the minimum was 23 with the mean score of 30.84 (\bar{X} =30.84) and standard deviation of 6.48 (S.D=6.48).

The sample comprises more of male teachers with 61.3 percent and 38.7 percent female teachers respectively. Majority of them were with the qualification of bachelor's degree forming 51.5 percent, closely followed by the teachers with PTC/ZTC (post secondary) qualification with 45.9 percent. Teachers with the master's degree qualification bottom the list with 2.6 percent only.

Of the 194 respondents, the teachers with teaching experience below 10 years topped the list with 76.8 percent, followed by teachers with experiences between 10-20 years with 17.5 percent. The teachers with experiences of 21 and above bottomed the list with 5.7%. The maximum year of experience was 36 years and the minimum was 1 year with \bar{X} =7.06 and the standard deviation of 6.59 (S.D=6.59).

The results showed that 69.1 percent of teachers entered the profession out of genuine interest. While 13.9 percent of the teachers took the teaching career out of no options, 11.3 percent of the teachers joined teaching with somebody's compulsion. Some teachers (5.7%) were motivated to join teaching because of incentives such as teaching allowance, vacations, social status and grade and continuous learning opportunity.

Table 4.2 Number and percentage of the data from organizational factors

(n=194)

| Factor | Frequency | Percentage |
|----------------------------|-----------|------------|
| School level | | |
| Primary/Community | 85 | 43.8 |
| Secondary | 109 | 56.2 |
| School size | | |
| 1-300 Students (small) | 86 | 44.3 |
| 301 above Students (large) | 108 | 55.7 |
| School Setting | | |
| Urban | 134 | 69.1 |
| Rural | 60 | 30.9 |

Table 4.2 shows that the study sample constitutes more of secondary teachers with 56.2%. The teachers from primary/community make up of 43.8%. While 55.7% of the teachers work in schools with more than 301 students (large), 44.3% of the teachers work in schools with 1-300 students (small). Most of the teachers work in urban with 69.1% and teachers working in the rural schools comprise of 30.9%.

4.2 Teacher morale in Trashigang district

Table 4.3 Overall level of teacher morale in Trashigang district

| Morale factors | 4 | | 3 | | 2 | | 1 | | Mean | S.D. | Level |
|--------------------------------------|-----|------|-----|------|----|------|---|-----|-------------|-------------|------------------------|
| | n | % | n | % | n | % | n | % | | | |
| 1. Teacher rapport with Principal | 153 | 78.9 | 38 | 19.6 | 3 | 1.5 | - | - | 3.34 | 0.45 | Moderately-high |
| 2. Rapport among teachers | 162 | 83.5 | 30 | 15.5 | 2 | 1.0 | - | - | 3.36 | 0.39 | Moderately-high |
| 3. Satisfaction with teaching | 153 | 78.9 | 41 | 21.1 | - | - | - | - | 3.31 | 0.40 | Moderately-high |
| 4. Teacher salary [incentives] | 46 | 23.7 | 100 | 51.6 | 48 | 24.7 | - | - | 2.58 | 0.68 | Moderate |
| 5. Teacher workload | 88 | 45.4 | 98 | 50.5 | 8 | 4.1 | - | - | 2.98 | 0.51 | Moderately-high |
| 6. Teacher status | 94 | 48.5 | 100 | 51.5 | - | - | - | - | 2.97 | 0.50 | Moderately-high |
| 7. Community support of education | 46 | 23.7 | 87 | 44.9 | 55 | 28.3 | 6 | 3.1 | 2.45 | 0.75 | Moderate |
| 8. Community pressure | 43 | 22.2 | 134 | 69.0 | 16 | 8.3 | 1 | 0.5 | 2.74 | 0.53 | Moderate |
| 9. School facilities and services | 94 | 48.5 | 79 | 40.7 | 21 | 10.8 | - | - | 2.95 | 0.63 | Moderately-high |
| 10. Transfer and deployment policies | 13 | 6.7 | 78 | 40.2 | 97 | 50.0 | 6 | 3.1 | 2.09 | 0.63 | Moderately-low |
| Total | | | | | | | | | 2.88 | 0.36 | Moderately-high |

Note: 1=Disagree, 2=Probably Disagree, 3=Probably Agree, 4=Agree.

Overall levels of teacher morale score: (1.00 – 1.60)- Very low Teacher Morale; (1.61 – 2.20)- Moderately Low Teacher Morale; (2.21 – 2.80)-Moderate Teacher Morale; (2.81 – 3.40)-Moderately High Teacher Morale; and (3.41 – 4.00)- High Teacher Morale.

Table 4.3 summarizes the level of teacher morale in each morale factor with the overall morale level in Trashigang district. The result indicated that the level of teacher morale in Trashigang was moderately high with overall mean score of 2.88. The analysis of all 10 factors revealed that the means ranged from 2.09 with regard to transfer and deployment policies to as high as 3.36 with rapport among teachers.

When comparing the means from Table 4.3 with the established guideline from Table 3.5 (Chapter 3), the means for teacher rapport with principal, rapport among teachers, satisfaction with teaching, teacher workload, teacher status, and school facilities & services fell within the range of moderately high teacher morale. While teacher salary [incentives], community support of education, and community pressure fell within moderate teacher morale, the transfer and deployment policies fell within the range of moderately low with average mean score of 2.08. About 3.1 percent of the respondents disagreed and 50 percent of them probably disagreed with the fairness in implementing transfer and deployment policies. None of the 10 factors measured very low or high teacher morale.

Table 4.4 Level of teacher morale with regard to teacher rapport with principal

| Teacher rapport with principal | Mean | S.D. | Level |
|---|-------------|-------------|-----------------|
| 1. The work of individual teachers is appreciated and commended by our principal. | 3.40 | 0.72 | Moderately-high |
| 2. Teachers feel free to criticize administrative policy at staff meetings called by our principal. | 2.86 | 0.90 | Moderately-high |
| 3. Our principal shows no favoritism in his relations with the teachers. | 3.25 | 0.84 | Moderately-high |
| 4. Our principal makes a real effort to maintain close contact with the teachers. | 3.34 | 0.70 | Moderately-high |
| 5. Our principal's leadership in staff meetings challenges and stimulates our professional growth. | 3.37 | 0.66 | Moderately-high |
| 6. My principal makes my work easier and more pleasant. | 3.28 | 0.70 | Moderately-high |
| 7. Our principal understands and recognizes good teaching procedures. | 3.45 | 0.65 | High |
| 8. The lines and methods of communication between teachers & principal in our school are well developed & maintained. | 3.38 | 0.70 | Moderately-high |
| 9. My principal shows a real interest in my work. | 3.24 | 0.71 | Moderately-high |
| 10. Our principal promotes a sense of belonging among the teachers in our school. | 3.49 | 0.69 | High |

Table 4.4 Level of teacher morale with regard to teacher rapport with principal (Cont.)

| Teacher rapport with principal | Mean | S.D. | Level |
|--|-------------|-------------|------------------------|
| 11. Our principal is concerned with the problems of the teachers and handles these problems sympathetically. | 3.38 | 0.72 | Moderately-high |
| 12. I do not hesitate to discuss my school problem with my principal. | 3.51 | 0.73 | High |
| 13. My principal acts interested in my problems and me. | 3.26 | 0.69 | Moderately-high |
| 14. My school principal supervises rather than "snoopervises" the teachers in our school. | 3.32 | 0.72 | Moderately-high |
| 15. My principal has a reasonable understanding of the problems connected with my teaching assignment. | 3.34 | 0.67 | Moderately-high |
| 16. I feel that my principal judges my work fairly. | 3.39 | 0.73 | Moderately-high |
| 17. Our principal makes effective use of the individual teacher's capacity and talents. | 3.39 | 0.71 | Moderately-high |
| 18. Teachers feel free to go to principal about problems of personal and group welfare. | 3.41 | 0.81 | Moderately-high |
| Total | 3.34 | 0.45 | Moderately high |

Table 4.4 shows that the overall teacher morale with regard to the teacher rapport with the principal was moderately high with $\bar{X} = 3.34$. As obvious in the result, the principals in Trashigang district seem to understand and recognize good teaching procedures; promote a sense of belonging among the teachers; and encourage the teachers to have live dialogue with them about the school problem. Particularly, teachers enjoyed free discussions of the school problem with their principal as shown by the highest mean score of 3.51. However, the lowest mean score of 2.86 revealed that the teachers did not have much freedom to criticize administrative policy at the staff meetings called by their principal. None of the 18 items in the factor was measured low, moderately low, and moderate.

Table 4.5 Level of teacher morale with regard to rapport among teachers

| Rapport among teachers | Mean | S.D. | Level |
|--|-------------|-------------|------------------------|
| 1. There is no deal of gripping, arguing, taking sides, and feuding among our teachers. | 3.29 | 0.73 | Moderately-high |
| 2. Generally, teachers in our school do not take advantage of one another. | 3.39 | 0.73 | Moderately-high |
| 3. The teachers in our school cooperate with each other to achieve common, professional and personal objectives. | 3.40 | 0.72 | Moderately-high |
| 4. Experienced teachers accept new and younger teachers as colleagues. | 3.54 | 0.68 | High |
| 5. The competency of the teachers in our school compares favorably with that of teachers in other schools that I am familiar with which I am familiar. | 3.20 | 0.71 | Moderately-high |
| 6. Our teaching staff is congenial to work with. | 3.39 | 0.68 | Moderately-high |
| 7. My teaching associates are well prepared for their jobs. | 3.48 | 0.63 | High |
| 8. Our school teachers have no tendency to form into "cliques". | 3.39 | 0.75 | Moderately-high |
| 9. The teachers in our school work well together. | 3.52 | 0.64 | High |
| 10. The cooperativeness of teachers in our school helps make our work more enjoyable. | 3.38 | 0.69 | Moderately-high |
| 11. The teachers in our school have a desirable influence on the values and attitudes of their students. | 3.45 | 0.62 | High |
| 12. Other teachers in our school are appreciative of my work. | 3.11 | 0.68 | Moderately-high |
| 13. The teachers with whom I work have high professional ethics. | 3.25 | 0.68 | Moderately-high |
| 14. The teachers in our school show a great deal of initiatives and creativity in their teaching assignment. | 3.31 | 0.63 | Moderately-high |
| Total | 3.36 | 0.39 | Moderately-high |

Table 4.5 indicates that the overall teacher morale with regard to rapport among teachers was moderately high with $\bar{X} = 3.36$. While almost all the items measured at the range of moderately high level, there a few items measured high teacher morale such as: “experienced teachers accept new and younger teachers as colleagues”; “teaching associates are well prepared for their jobs; teachers work well together”; and “teachers have a desirable influence on the values and attitudes of their students”. The highest mean score of 3.54 indicated that there was no gap of status between the experienced and the new inexperienced teachers. Among all the aspects, the appreciation of the teacher’s work by other teachers in the school measured the

lowest with $\bar{X}=3.11$. No items of the factor measured low, moderately low, and moderate teacher morale.

Table 4.6 Level of teacher morale with regard to satisfaction with teaching

| Satisfaction with teaching | Mean | S.D. | Level |
|--|-------------|-------------|------------------------|
| 1. Teaching gives me great deal of personal satisfaction. | 3.39 | 0.75 | Moderately-high |
| 2. Teaching enables me to make my greatest contribution to society. | 3.62 | 0.56 | High |
| 3. I love to teach. | 3.47 | 0.73 | High |
| 4. If I could plan my career again, I would choose teaching. | 3.11 | 0.97 | Moderately-high |
| 5. I would recommend teaching as an occupation to students of high scholastic ability. | 3.19 | 0.82 | Moderately-high |
| 6. Even if I could earn as much money in another occupation, I will not stop teaching. | 2.92 | 1.01 | Moderately-high |
| 7. I find my contact with students, for the most part, highly satisfying and rewarding. | 3.42 | 0.63 | High |
| 8. I feel that I am an important part of this school system. | 3.42 | 0.67 | High |
| 9. I feel competent and successful in my present position. | 3.39 | 0.71 | Moderately-high |
| 10. I enjoy working with students' activities, clubs, etc. | 3.60 | 0.63 | High |
| 11. I am at a disadvantaged professionally, because other teachers are better prepared to teach than I am. | 2.01 | 0.90 | Moderately-low |
| 12. As far as I know, the other teachers think I am a good teacher. | 3.16 | 0.61 | Moderately-high |
| 13. The "stress and strain" resulting from teaching makes teaching more desirable and challenging for me. | 3.20 | 0.78 | Moderately-high |
| 14. Most of the actions of students are enlightening me. | 3.07 | 0.71 | Moderately-high |
| 15. My students regard me with respect and seem to have confidence in my professional ability. | 3.53 | 0.56 | High |
| 16. . My students appreciate the help I give them in their school works. | 3.60 | 0.58 | High |
| 17. To me there is no more challenging works than teaching. | 3.55 | 0.78 | High |
| 18. As a teacher, I think I am as competent as most other teachers. | 3.45 | 0.68 | High |
| 19. I really enjoy working with my students. | 3.65 | 0.64 | High |
| 20. I am well satisfied with my present teaching position. | 3.38 | 1.66 | Moderately-high |
| Total | 3.31 | 0.40 | Moderately high |

Table 4.6 demonstrates that the overall teacher morale with regard to satisfaction with teaching was moderately high with $\bar{X}=3.31$. While almost all the

items measured at the range of moderately high and high levels, there was one item that measured moderately low teacher morale with $\bar{X}=2.01$. It showed that the teachers were disadvantaged professionally because they thought that other teachers were better prepared to teach than they were. However, the highest mean score of 3.65 revealed that the teachers enjoyed very much working with their students. There were no items of the factor measured low and moderate teacher morale.

Table 4.7 Level of teacher morale with regard to teacher salary [incentives]

| Teacher salary [incentives] | Mean | S.D. | Level |
|--|-------------|-------------|-------------------|
| 1. The teachers feel that their suggestions pertaining to incentives are adequately transmitted by the administration to the board. | 2.72 | 0.95 | Moderate |
| 2. I am satisfied with the policies under which teacher incentives are granted. | 2.20 | 1.04 | Moderately - low |
| 3. Within the limits of financial resources, the school tries to follow a generous policy regarding fringe benefits professional travel, professional study, hardship allowance. | 2.63 | 0.94 | Moderate |
| 4. The incentive policies are administered with fairness and justice. | 2.38 | 0.98 | Moderate |
| 5. Teachers clearly understand the policies governing salary increases and incentive entitlements. | 2.88 | 0.91 | Moderately - high |
| 6. The incentives schedule in our school adequately recognizes teachers' competency. | 2.65 | 0.89 | Moderate |
| Total | 2.58 | 0.68 | Moderate |

Table 4.7 reveals that the overall teacher morale with regard to teacher salary [incentives] was moderate with $\bar{X}=2.58$. While most of the items were measured at the range of moderate teacher morale, there was one item that measured moderately low teacher morale and an item that measured moderately high teacher morale. The lowest mean score of 2.20 revealed that the teachers seemed to be less satisfied with the policies under which their incentives were granted. However, the highest mean score of 2.88 showed that teachers clearly understood the policies governing salary increases and incentive entitlements. No aspects of the factor measured high or very low teacher morale.

Table 4.8 Level of teacher morale with regard to teacher workload

| Teacher workload | Mean | S.D. | Level |
|---|-------------|-------------|------------------------|
| 1. Details, "red tapes" and required reports absorb not much of my time. | 2.79 | 0.75 | Moderate |
| 2. Teachers in this school are expected to do a reasonable amount of record keeping and clerical works. | 3.29 | 0.75 | Moderately-high |
| 3. My teaching load is at par with that of most of the teachers in other schools. | 2.99 | 1.05 | Moderately-high |
| 4. The extra-curricular load of teachers in our school is reasonable. | 3.04 | 0.95 | Moderately-high |
| 5. The number of hours a teacher must work is reasonable. | 2.68 | 1.04 | Moderate |
| 6. The school schedule places my classes at an advantage. | 3.07 | 0.74 | Moderately-high |
| 7. Keeping up professionally is not much of a burden in my school. | 3.22 | 0.77 | Moderately-high |
| 8. My teaching loads do not restrict my nonprofessional activities. | 2.72 | 0.99 | Moderate |
| Total | 2.98 | 0.51 | Moderately-high |

Table 4.8 confirms that the overall teacher morale with regard to teacher workload was moderately high with $\bar{X} = 2.98$. All of the items were measured either at the range of moderately high or at the moderate levels of teacher morale. The highest measured aspect was teacher expecting to do the reasonable amount of record keeping and clerical works with $\bar{X} = 3.29$. Teachers were happy with the amount of these works entrusted to them in their respective school. However, the reasonable number of hours that a teacher must work in school was measured as lowest with $\bar{X} = 2.68$. None of the items was measured low, moderately low, and high teacher morale.

Table 4.9 Level of teacher morale with regard to teacher status

| Teacher status | Mean | S.D. | Level |
|---|------|------|-----------------|
| 1. My teaching profession gives me the social status in the community that I desire. | 3.12 | 0.84 | Moderately-high |
| 2. Teaching enables me to enjoy many of the material and cultural things I like. | 3.25 | 0.83 | Moderately-high |
| 3. Our community makes its teachers feel as though they are a real part of the community. | 2.72 | 0.86 | Moderate |
| 4. Teaching affords me the security I want in an occupation. | 3.22 | 0.72 | Moderately-high |

Table 4.9 Level of teacher morale with regard to teacher status (Cont.)

| Teacher status | Mean | S.D. | Level |
|---|-------------|-------------|------------------------|
| 5. My teaching job enables me to provide a satisfactory standard of living for my family. | 2.78 | 0.90 | Moderate |
| 6. This community respects its teachers and treats them like professional persons. | 2.78 | 0.91 | Moderate |
| 7. Teaching gives me the prestige I desire. | 3.25 | 0.76 | Moderately-high |
| 8. It is difficult for teachers to gain acceptance by the people in this community. | 2.64 | 0.89 | Moderate |
| Total | 2.97 | 0.50 | Moderately-high |

Table 4.9 illustrates that the overall teacher morale with regard to teacher status was moderately high with $\bar{X}=2.97$. All of the items were measured either at the range of moderately high or at the moderate levels of teacher morale. There were two aspects that measured highest among the others with $\bar{X}=3.25$ each. Teachers seemed to enjoy their teaching because it gave them the prestige they desire. Through teaching they could also enjoyed the materials and cultural things that they like. None of the items was measured very low, moderately low, and high teacher morale.

Table 4.10 Level of teacher morale with regard to community support of education

| Community support of education | Mean | S.D. | Level |
|--|-------------|-------------|-----------------|
| 1. Most of the people in this community understand and appreciate good education. | 2.71 | 0.92 | Moderate |
| 2. In my judgment, this community is a good place to raise a family. | 2.45 | 0.86 | Moderate |
| 3. The people in this community, generally, have a sincere and whole-hearted interest in the school system. | 2.34 | 0.96 | Moderate |
| 4. This community is willing to support a good program of education. | 2.41 | 0.92 | Moderate |
| 5. The people in this community thinks that the school is for their children, thus give full support to any activities of schools. | 2.43 | 0.94 | Moderate |
| 6. This community supports ethical procedures regarding the transfer and deployment of members of the teaching staff. | 2.40 | 0.86 | Moderate |
| Total | 2.45 | 0.75 | Moderate |

Table 4.10 specifies that the overall teacher morale with regard to community support of education was moderate with $\bar{X}=2.45$. All of the items were measured at

the range of moderate level of teacher morale. The highest mean score was 2.71 pertaining to the people's understanding and appreciation of good education. The lowest measurement was $\bar{X}=2.34$, with regard to the community's sincere and whole-hearted interest in the school system. No items were measured very low, moderately low, moderately high, and high teacher morale.

Table 4.11 Level of teacher morale with regard to community pressure

| Community pressure | Mean | S.D. | Level |
|--|-------------|-------------|-----------------|
| 1. Community expects teachers to meet reasonable personal standard. | 2.77 | 0.86 | Moderate |
| 2. As a teacher in this community, my nonprofessional activities outside of school are not restricted. | 2.87 | 0.90 | Moderately-high |
| 3. Teachers feel free to discuss controversial issues in their classes. | 2.66 | 0.91 | Moderate |
| 4. Community expects teachers to participate in reasonable social activities. | 2.74 | 0.90 | Moderate |
| 5. Community pressure helps me to do my best as a teacher. | 2.47 | 0.98 | Moderate |
| 6. Generally, there is not much of community pressure on teachers. | 2.95 | 0.88 | Moderately-high |
| Total | 2.74 | 0.53 | Moderate |

Table 4.11 shows that the overall teacher morale with regard to community pressure was moderate with $\bar{X}=2.74$. While most of the items were measured at the range of moderate level of teacher morale, two items measured moderately high. The highest mean score of 2.95 showed that generally, there was not much of community pressure on teachers. The lowest $\bar{X}=2.47$ was the community pressure that helped to do best as teachers. None of the items was measured very low, moderately low, and high teacher morale.

Table 4.12 Level of teacher morale with regard to school facilities and services

| School facilities and services | Mean | S.D. | Level |
|--|------|------|-----------------|
| 1. My school provides me with adequate classroom supplies and equipments. | 2.91 | 0.87 | Moderately-high |
| 2. The procedures for obtaining materials and services are well defined and efficient. | 2.95 | 0.86 | Moderately-high |
| 3. My school provides me with adequate materials for preparing teaching aids. | 3.09 | 0.88 | Moderately-high |
| 4. Our school provides adequate clerical services for teachers | 3.10 | 0.75 | Moderately-high |

Table 4.12 Level of teacher morale with regard to school facilities and services (Cont.)

| School facilities and services | Mean | S.D. | Level |
|--|-------------|-------------|------------------------|
| 5. Library facilities and resources are adequate for the grade or subject area, which I teach. | 2.77 | 0.97 | Moderate |
| 6. Classrooms in our school are spacious to accommodate the students comfortably and to display teaching aids. | 2.57 | 1.08 | Moderate |
| 7. There is adequate classroom furniture. | 3.05 | 0.97 | Moderately-high |
| 8. Classrooms are well ventilated. | 3.13 | 0.95 | Moderately-high |
| Total | 2.95 | 0.63 | Moderately-high |

Table 4.12 explains that the overall teacher morale with regard to school facilities and services was moderately high with $\bar{X}=2.95$. All of the items were measured either at the range of moderately high or at the moderate levels of teacher morale. The classroom ventilation was the highest measured with $\bar{X}=3.13$. The lowest was 2.57, with regard to the classrooms' space to accommodate the students comfortably and to display teaching aids. No items were measured very low, moderately low, and high teacher morale.

Table 4.13 Level of teacher morale with regard to transfer and deployment policies

| Transfer and deployment policies | Mean | S.D. | Level |
|---|-------------|-------------|-----------------------|
| 1. Teachers in this school feel that the concerned authorities are doing justice on teacher transfer and deployment. | 2.72 | 0.99 | Moderate |
| 2. The teachers feel that the policy of teacher serving in remote school for at least 3 years is followed strictly. | 1.71 | 0.93 | Moderately-low |
| 3. The teachers feel that the policy of teacher deployment as per the teacher-student ratio of 1:32 is followed in all schools. | 1.80 | 0.99 | Moderately-Low |
| 4. Most teachers in our school are from this community. | 1.73 | 0.96 | Moderately-low |
| 5. Almost all the teachers in this school worked both in remote and urban schools. | 2.26 | 0.96 | Moderate |
| 6. Teachers in this school are generally happy on how the policies on transfer and teacher deployment are carried out by the concerned authorities. | 2.29 | 0.95 | Moderate |
| Total | 2.09 | 0.63 | Moderately-low |

Table 4.13 validates that the overall teacher morale with regard to transfer and deployment policies was moderately low with $\bar{X}=2.09$. All of the items were measured either at the range of moderately low or at the moderate levels of teacher morale. The mean scores ranged from the higher of 2.72 to the lower of 1.71. Teachers felt that the concerned authorities were fairly doing justice on teacher transfer and deployment. However, they felt that the policy of teachers serving in remote schools for at least 3 years was not followed strictly. None of the items was measured very low, moderately high, and high teacher morale.

4.3 Comparisons of teacher morale in Trashigang district based on individual and organizational factors

4.3.1 Individual factors (Age, Gender, Level of Education, Year of experience, and initial career goal)

Table 4.14 Teacher morale in Trashigang district based on individual factors
(n=194)

| Factors | n | Mean | S.D. | F / t | p-value |
|----------------------------|-----|------|------|--------|---------|
| Age | | | | | |
| Below 30 years | 111 | 2.84 | 0.35 | 4.135 | 0.017* |
| 30-40 years | 66 | 2.88 | 0.35 | | |
| Above 40 years | 17 | 3.10 | 0.38 | | |
| Gender | | | | | |
| Male | 119 | 2.85 | 0.35 | -1.090 | 0.277 |
| Female | 75 | 2.91 | 0.38 | | |
| Level of education | | | | | |
| Post Secondary | 89 | 2.92 | 0.36 | 3.642 | 0.028* |
| Bachelor Degree | 100 | 2.82 | 0.35 | | |
| Master Degree | 5 | 3.16 | 0.44 | | |
| Year of experience | | | | | |
| Below 10 years | 149 | 2.84 | 0.35 | 4.255 | 0.016* |
| 10-20 years | 34 | 3.00 | 0.32 | | |
| Above 20 years | 11 | 3.04 | 0.45 | | |
| Initial career goal | | | | | |
| Genuine interest | 134 | 2.92 | 0.36 | 3.146 | 0.026* |
| Somebody's compulsion | 22 | 2.70 | 0.31 | | |
| Out of no options | 27 | 2.88 | 0.35 | | |
| Others | 11 | 2.73 | 0.38 | | |

*The mean difference is significant at the .05 level

Table 4.14 above illustrates that the overall morale of teachers in Trashigang district with regard to all age groups; less than 30 years, 30-40 years and above 40 years was moderately high. The p-value 0.017 ($p < 0.05$) showed that overall teacher morale was statistically significant. The overall teacher morale in Trashigang district was also moderately high for both male and female. The p-value of 0.277 ($p > 0.05$) confirmed that there was no statistical significant difference on the overall teacher morale by gender.

The overall morale of teachers in Trashigang district was moderately high with regard to all levels of education; post secondary, bachelor, and master degree. The p-value of 0.028 ($p < 0.05$) also confirmed that overall teacher morale was statistically significant. The mean scores of teachers below 10 years, 10-20 years and above 20 years of experience confirmed that the overall teacher morale in Trashigang district with regard to year of experience was moderately high. The p-value of 0.016 ($p < 0.05$) also established that the overall teacher morale was statistically significant.

The overall morale of teachers who entered the teaching profession with genuine interest and the ones who took out of no options was at the moderately high level. The teachers who took to teaching under somebody's compulsion and others like winter vacation, social status & grades, and learning opportunity was found at the moderate level of teacher morale. The p-value of 0.026 ($p < 0.05$) also indicated that there was significant difference on teacher morale based on initial career goal.

The significant differences (*the mean difference is significant at the .05 level) were shown by paired test with LSD (Least Significant Deviation) as follows:

Table 4.15 Comparison test showing the difference between age group

| Factors | \bar{X} | Factors | | |
|-------------------|-----------|----------------|-------------|----------------|
| | | Below 30 years | 30-40 years | Above 40 years |
| | | 1 | 2 | 3 |
| Age | | | | |
| 1. Below 30 years | 2.84 | - | - | * |
| 2. 30-40 years | 2.88 | - | - | * |
| 3. Above 40 years | 3.10 | * | * | - |

*The mean difference is significant at the .05 level

Table 4.15 shows that the teachers below the age of 30 years and above 40 years, and 30-40 years and above 40 years were significantly different from each other in their morale. The result indicated that teachers above 40 years have higher morale than any other age groups.

Table 4.16 Comparison test showing the difference between levels of education

| Factors | \bar{X} | Factors | | |
|---------------------------|-----------|----------------|-----------------|---------------|
| | | Post Secondary | Bachelor Degree | Master Degree |
| | | 1 | 2 | 3 |
| Level of education | | | | |
| 1. Post Secondary | 2.92 | - | * | - |
| 2. Bachelor Degree | 2.82 | * | - | * |
| 3. Master Degree | 3.16 | - | * | - |

*The mean difference is significant at the .05 level

Table 4.16 illustrates that the teachers with the education level of post secondary and bachelor degree, master degree and bachelor degree were significantly different from each other in their morale. The finding confirmed that teachers with master degree have higher morale than any other education levels.

Table 4.17 Comparison test showing the difference between years of experience

| Factors | \bar{X} | Factors | | |
|---------------------------|-----------|----------------|-------------|----------------|
| | | Below 10 years | 10-20 years | Above 20 years |
| | | 1 | 2 | 3 |
| Year of experience | | | | |
| 1. Below 10 years | 2.84 | - | * | - |
| 2. 10-20 years | 3.00 | * | - | - |
| 3. Above 20 years | 3.04 | - | - | - |

*The mean difference is significant at the .05 level.

Table 4.17 indicates that the teachers below 10 years and 10-20 years of experience were significantly different from each other in their morale. The finding revealed that teachers above 20 years of teaching experiences have higher morale than any other experience groups.

Table 4.18 Comparison test showing the difference between initial career goals

| Factors | \bar{X} | Factors | | | |
|----------------------------|-----------|------------------|------------|------------|--------|
| | | Genuine interest | Compulsion | No options | Others |
| | | 1 | 2 | 3 | 4 |
| Initial career goal | | | | | |
| 1. Genuine interest | 2.84 | - | * | - | - |
| 2. Compulsion | 3.00 | * | - | - | - |
| 3. No options | 3.04 | - | - | - | - |
| 4. Others | | - | - | - | - |

*The mean difference is significant at the .05 level

Table 4.18 points out that the teachers who entered the teaching profession out of genuine interest and who took teaching out of somebody's compulsion were significantly different from each other in their morale. The result confirmed that teachers with genuine interest in teaching have higher morale than any other groups on initial career goal.

4.3.2 Organizational factors (School Level, School Size, School Setting)

Table 4.19 Teacher morale in Trashigang district based on organizational factors (n=194)

| Factors | n | Mean | S.D. | t | p-value |
|------------------------|-----|------|------|--------|---------|
| School level | | | | | |
| Primary | 85 | 2.86 | 0.37 | -0.536 | 0.593 |
| Secondary | 109 | 2.89 | 0.35 | - | - |
| School Size | | | | | |
| 1-300 students (small) | 86 | 2.86 | 0.36 | -0.715 | 0.476 |
| 301 and above (large) | 108 | 2.89 | 0.36 | - | - |
| School setting | | | | | |
| Urban | 134 | 2.90 | 0.36 | 1.434 | 0.154 |
| Rural | 60 | 2.82 | 0.36 | - | - |

*The mean difference is significant at the .05 level

Table 4.19 explains that the overall teacher morale in Trashigang district was at the moderately high level for both primary and secondary schools with the mean scores of 2.86 and 2.89 respectively. The p-value of 0.593 ($p > 0.05$) confirmed that the overall teacher morale was not statistically significant.

The table reveals that the overall teacher morale in Trashigang district was at the moderately high level for both small and large schools with $\bar{X} = 2.86$ and $\bar{X} =$

2.89 respectively. The p-value of 0.476 ($p > 0.05$) also indicated that there was no statistical significant difference on teacher morale, while comparing to the school size.

The overall teacher morale in Trashigang district was at the moderately high level in both urban and rural schools with $\bar{X} = 2.90$ and $\bar{X} = 2.82$ respectively. The p-value of 0.154 ($p > 0.05$) also confirmed that there is no statistical significant difference, when comparing the teacher morale by the school setting.

4.3.3 Summary of the research findings

Table 4.20 Summary of the research findings

| Hypotheses | Results |
|--|---------|
| 1. Teacher morale under Trashigang district is statistically different by their age. | Accept |
| 2. Teacher morale under Trashigang district is statistically different by their gender. | Reject |
| 3. Teacher morale under Trashigang district is statistically different by their level of education. | Accept |
| 4. Teacher morale under Trashigang district is statistically different by their year of experience. | Accept |
| 5. Teacher morale under Trashigang district is statistically different by their initial career goal. | Accept |
| 6. Teacher morale under Trashigang district is statistically different by school level. | Reject |
| 7. Teacher morale under Trashigang district is statistically different by school size. | Reject |
| 8. Morale of teachers under Trashigang district is statistically different by school setting. | Reject |

Table 4.20 concludes that teachers with different age, level of education, year of experience and initial career goal were found to be statistically significant with the teacher morale; while gender, school level, school size, and school setting were not statistically significant.

4.4 Comments and other suggestions

The researcher combined all the comments and suggestions from the open-ended questionnaires, which were optional. The results showed that 91 (46.9%) of the respondents had some comments and suggestions that are presented according to the 10 morale factors as follows:

4.4.1 Teacher rapport with principal

1. It should be congenial via laying an approachable base of common understanding, without head-subordinate difference (17 cases).

2. Principals are transparent, efficient and accountable in his management and administration (18 cases).

3. Both teachers and principal accept their weaknesses and recognize their strengths. The relations should neither be too close nor too far (4 cases).

4. Principal should value the hard work of his team (2 cases).

4.4.2 Rapport among teacher

1. Teachers work unitedly with common goal set (17 cases).

2. Teachers respect, cooperate and regard highly among each other and engage more in professional interactions through meetings, gatherings, games and sports (26 cases).

3. Teachers need to help each other in both the professional and personal problems (6 cases).

4.4.3 Satisfaction with teaching

1. Availing good and encouraging incentives will result into advanced professionalism (8 cases).

2. Teach from the heart and enjoy teaching learning (13 cases).

3. Always upgrade self and be thorough in what you teach so that you gain satisfaction (10 cases).

4. Teachers should be given their professional subject to teach (5 cases). I am satisfied when students learn what I teach (6 cases).

5. I am not satisfied with my teaching as I am not given opportunity to teach subject that I am expert in (3 cases).

4.4.4 Teacher salary [incentives]

1. Income of teacher is quite less in comparison to other civil servants because they solely depend upon their salary (20 cases).

2. Through grant of handsomely rewarding incentives, teachers would be morally boosted and encouraged to work towards excellence (22 cases).

3. Teachers really deserve additional incentives for their additional works (19 cases).
4. The ratio of teacher salary to workload is not equal (12 cases).
5. Teacher salary is just enough for survival (5 cases).
6. Human desires are endless. I am fully satisfied with my salary (1 case)

4.4.5 Teacher workload

1. Workload is very heavy, hectic and tiring especially for the boarding schools (12 cases).
2. With overburdened tasks of multiplicity, teachers cannot commit professionally (18 cases).
3. Ministry should deploy other support staff to do the clerical and paper works (8 cases).
4. Teacher workload is too much comparing to other civil servants (20 cases).
5. Teacher workload is very heavy in remote and primary schools (12 cases).
6. The workload is too much comparing to the extrinsic rewards that teachers get (11 cases).

4.4.6 Teacher status

1. Social awareness should be created for recognizing the teachers' status-morale boost! (7 cases).
2. Teachers should be highly revered and respected in the society. At times, teachers are looked down by the society (11 cases).
3. Teacher status is good in rural community than in urban (3 case).
4. A teacher will die as a teacher (1 case). Teachers' living standard is poorer than other civil servants (1 cases).

4.4.7 Community support of education

1. Educate community and make them understand the necessity of community support for children's growth (17 cases).
2. There should be continuous communication bridge between teachers and the community to gain support to each other (11 cases).
3. There is not so much of community support of education (12 cases).

4. Community does not support the school because they think that the government does everything for them (2 cases).

4.4.8 Community pressure

1. Adverse community pressure might prove to be hazardous for healthy growth of teachers and students (11 cases).

2. Community blames teachers on the deterioration of quality of education (8 cases).

3. Uneducated society, lesser pressure, especially in rural places (9 cases).

4. Positive community pressure should be encouraged to improve and develop schools (6 cases).

4.4.9 School facilities and services

1. Teachers, if availed to all the basic necessities without strict restrictions might encourage and help working efficiently (20 cases).

2. No access to adequate teaching aids materials. Often we use our money to buy teaching materials (15 cases).

3. Teachers badly need housing facilities in the school campus (2 cases).

4.4.10 Transfer and deployment policies

1. If transfer and deployment scheme are done as per policies and teacher's will, the teacher morale will be raised (12 cases).

2. If transfer and deployment of teachers were done on fairness basis throughout the nation, teachers would be happy (29 cases).

3. Not fair at all (24 cases). Teachers need to be deployed as per the subject-teacher ratio (2 cases).

4.4.11 General comments on teacher morale

1. Teachers are viewed very low and rated at the base, which retards the professional development and thus the nation's backwardness too! (8 cases).

2. More trainings opportunities should be given to teachers to learn new things and boost morale (3 cases).

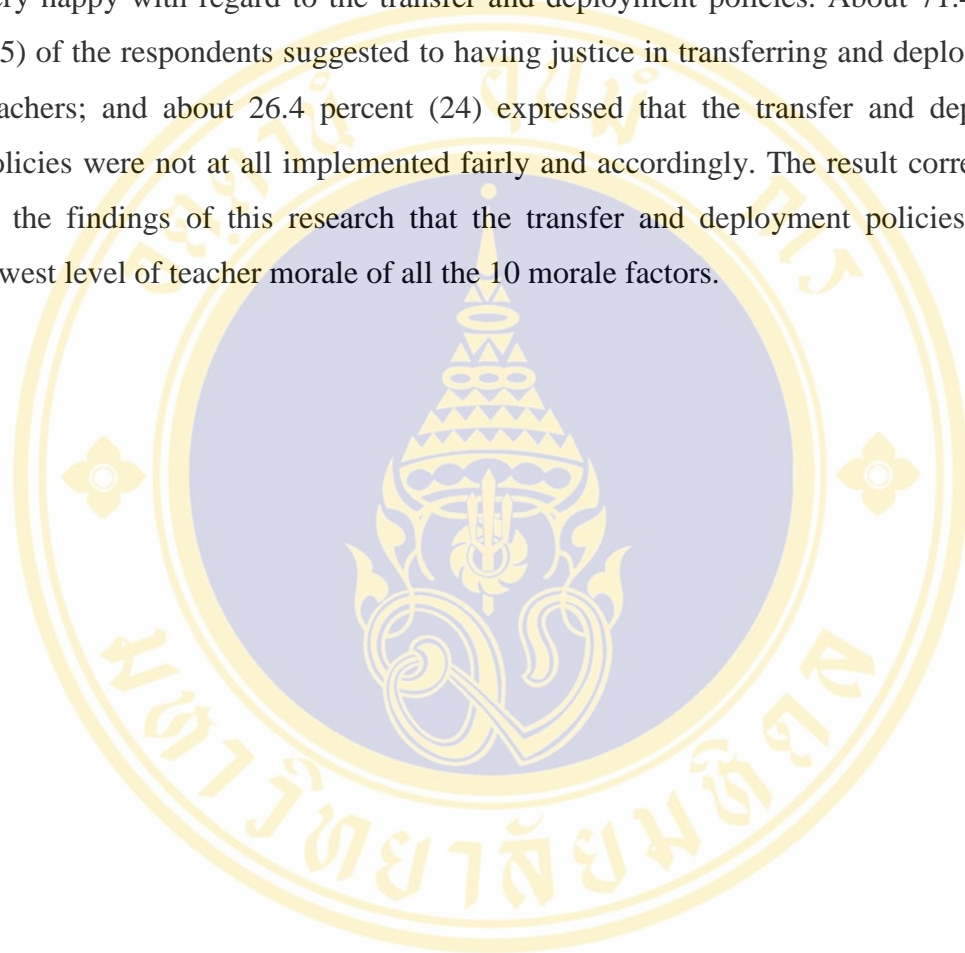
3. Teachers are nation builders (5 cases).

4. Teacher morale in the nation is high but low in the eyes of nation because

they are least respected and much humiliated lot (8 cases).

5. Rural schools need more teachers for better quality education (2 cases).

The compiled results of the comments and suggestions from the respondents revealed that among the 10 morale factors, teachers in Trashigang district were not very happy with regard to the transfer and deployment policies. About 71.4 percent (65) of the respondents suggested to having justice in transferring and deployment of teachers; and about 26.4 percent (24) expressed that the transfer and deployment policies were not at all implemented fairly and accordingly. The result corresponded to the findings of this research that the transfer and deployment policies had the lowest level of teacher morale of all the 10 morale factors.



CHAPTER 5

DISCUSSION

The primary goals of this study were to find out the level of teacher morale under Trashigang district in Bhutan and to compare the morale factors by their individual and organizational factors.

The data were collected from 194 sampled teachers in Trashigang district using the survey questionnaire method. The findings of the study were discussed in line with the research objectives. The discussions are presented as follows:

- 5.1 Demographic profile of the sample
- 5.2 Teacher morale in Trashigang district
- 5.3 Comparisons of teacher morale in Trashigang district based on individual and organizational factors

5.1 Demographic profile of the sample

5.1.1 Individual factors

5.1.1.1 Age

The research findings showed that about 57.2 percent of the respondents were below the age of 30 years, 34 percent in between 30-40 years and 8.8 percent were above 40 years. It meant that most of the teachers in schools were young with less experience in teaching. With the pace of development in the country, people were more aware of the value of education. This resulted in the increased rate of students' enrollment in schools that demanded for the establishments of more schools in every nook and corner of the country. This in turn created an increased demand for more teachers in schools over the last few years. Consequently, the intake capacities of the teacher training colleges were augmented, thus, producing more young teachers. It is evident by the figures shown in the general statistics of education, (PPD, 2007) that

192 teachers were trained ten years back in 1997, against 491 teachers trained in 2006.

5.1.1.2 Gender

The findings from this study revealed that 61.3 percent of the respondents were male and 38.7 percent were female. While there was no gender discrimination in the country, the male population was higher than the female population as indicated in the Fact Sheet, (Population and Housing Census of Bhutan, 2005). The overall sex ratio according to the fact sheet was 111 males per 100 females. Furthermore, the general statistics of education (2007) in Bhutan showed that there were 3980 male teachers and 2630 female teachers, with a difference of 1350. Thus, it was obvious that the number of male teachers exceeded the number of female teachers in Bhutan.

5.1.1.3 Level of education

With regard to the level of education, 51.5 percent of the respondents were bachelor's degree (including post-graduate certificate examination). While 45.9 percent of the respondents were having post secondary certificate (Primary Teacher Certificate or Zhungkha teacher Certificate), only 2.6 percent of the respondents were having master's degree. The teachers with the qualification of bachelor's degree exceeded teachers with post secondary certificates due to the government's policy of having the entrance qualification of teachers as bachelor's degree. The last batch of teachers with post secondary certificate passed out in 2003. Every eligible (seniority based) teacher with the post secondary qualification was given the opportunity to enhance his/her qualification since 1998. The teachers with master's degree bottomed the list because the country lacks the universities that offer the master's degree. A few selected teachers got their master's degree abroad either through scholarship or sponsorship; and that was a rare chance for all the teachers in the nation.

5.1.1.4 Year of experience

According to the research findings, most of the teachers (76.8%) were below ten years in teaching experience. While 17.5 percent were teachers between 10-20 years of teaching experience, only 5.7 percent of teachers have teaching experience above 20 years. The figures showed that most of the teachers were young and have

less experience in teaching. Due to the increasing demand of teachers in the field as stated earlier, the intake capacity of the teacher training colleges increased over the last 10 years. This produced many younger teachers that were well qualified and well trained in the fields of academic and student management.

5.1.1.5 Initial career goal

The study findings showed that 69.1 percent of the respondents entered the teaching profession out of genuine interest. It indicated that majority of the teachers in Trashigang had genuine interest in teaching because they probably had recognized the teaching profession as noble service to humanity. This was inconsistent with the study of Lhazom & Chhoeda (2003) who were of opinion that teaching profession in Bhutan began to lose its traditional high place in the hierarchy of professions. They said that as modernization opened many job opportunities in both the government and private sectors, teaching began to lose its luster and became a profession for those who did not qualify for other vocations. As a result, there were not enough candidates coming to join teaching.

Nonetheless, the finding was consistent to the literature that viewed teacher's job as 'calling' or for the sake of service rather than for financial rewards or career advancements. Yet, there were teachers who took teaching out of no options (13.9%), with somebody's compulsion (11.3%), and with some motivational incentives like vacation, teaching allowance, continuous learning, social status, and grades (5.7%). These teachers obviously have the low teacher morale than those who entered the profession with genuine interest because they perhaps, simply viewed teaching as a job or a career that gives scarce extrinsic rewards.

5.1.2 Organizational factors

5.1.2.1 School level

As per the results, 56.2 percents of the respondents were from secondary schools, while 43.8 percent were from primary schools. It indicated that there were more teachers serving in secondary schools than in primary schools. The reason was being that the secondary schools were all large with many students; some with classes ranging from PP-VIII, PP-X, VII-X, and VII-XII. It is apparent that with more number of students, more teachers were needed as per the current average teacher

student ratio of 1:27.3 (PPD, 2007).

The general statistics of education (2007) in Bhutan showed that there were 1647 teachers employed in primary schools, while 3380 teachers were employed in secondary schools. Similarly, in Trashigang district there were 198 teachers in secondary schools and 156 in primary schools. Due to the up-gradation of several primary schools to the lower secondary and subsequently to the middle and the higher secondary schools, less teachers in primary schools was observed than in secondary schools.

5.1.2.2 School size

The results also showed that 55.7 percent of the respondents worked in large schools (more than 301 students), while 44.3 percent worked in small schools (less than 300 students). It has been noted that almost all the secondary schools were the large schools with maximum number of students and teachers.

5.1.2.3 School setting

The study findings indicated that 69.1 percent of the respondents work in urban schools and 30.9 percent work in rural schools. In this study, the definition of urban schools was the schools having access to motorable road. Rural schools were defined as schools where there were no road connections but had to walk for a day or more. Thus, the finding of the study was that the teachers working in schools accessible to road were more than the teachers who were working in schools away from road points. It was also obvious that schools in urban setting were having more students than in rural schools due to the rural-urban migration of the people. The general statistics (2007) showed that 65 percent of the enrollment was concentrated in urban areas, while only 35 percent was in remote areas.

5.2 Teacher morale in Trashigang district

When comparing the means of ten morale factors, the means for teacher rapport with principal, rapport among teachers, satisfaction with teaching, teacher workload, teacher status, and school facilities & services fell within the range of moderately high teacher morale. While teacher salary [incentives], community support of education, and community pressure fell within moderate teacher morale,

the transfer and deployment policies fell within the range of moderately low with $\bar{X} = 2.09$. Rapport among teachers measured the highest among all the ten morale factors with $\bar{X} = 3.36$. None of the ten factors measured very low or high teacher morale. The overall teacher morale was moderately high with $\bar{X} = 2.88$.

The possible reason could be due the government's approval for a set of financial incentives to teachers through 87th Session of the National Assembly on June 13, 2007; the teacher morale was raised up to some extent during the time of this study. In addition, under the position classification system of the Royal Civil Service Commission (RCSC, 2006), teachers are placed at the good position level (P5) like any other graduates in other sectors. Moreover, teachers by and large feel respected by their colleagues, parents and students. They enjoy working with young people, feel a sense of personal achievement and believe they are good at their jobs.

The finding was inconsistent with the study of Mackenzie, (2007) who found that teachers in Australia were at all time undervalued, unappreciated, frustrated and demoralized because of poor status in the community, poor salary (relative to other profession), poor student behavior, excessive workload, poor leadership, poor working conditions and increasing government accountability measures. Furthermore, it refuted with the study of Dorji, (Kuensel, 29 June 2007) who found that teacher morale in Bhutan was rather low. His study revealed monetary benefits as one of the big blows to the morale of teachers in Bhutan. The study also identified a few other factors like heavy workloads, lack of professional enhancement, and lack of career prospective that affected the morale of teacher.

However, the result was congruent with the study done by Houchard, (2005) on principal leadership, teacher morale, and student achievement in North Carolina. He found that the teacher morale in Mitchell County schools was moderately high. Satisfaction with teaching led the way in contributing to higher morale whereas the issue of teacher salary was found to lower morale.

Furthermore, the finding consolidated the study on teacher quality by Center for Educational Research and Development (CERD), Ministry of Education (MoE) and the Royal University of Bhutan (RUB) (Kuensel, August 12, 2007). The study revealed that more than 90% of principals, 89% of teachers and district education

officers were satisfied with their job, level of cooperation at the work place, administrative support, school culture and environment. It concluded that the morale of Bhutanese teachers was not as discouraging as was commonly thought. Each of the ten morale factors is discussed as per the significance of the results (high morale to low morale) as follows:

5.2.1 Rapport among teachers

The results signified that the rapport among teachers had the highest level of teacher morale of all the ten different morale factors. About 83.5 percent of the respondents completely agreed having a very good rapport among teachers in their school and 15.5 percent of them probably, agreed. The teachers felt happy and satisfied with their relationship among each other concerning cooperation, preparation, ethnics, influence, interest, and competency of their peers. This could be because most of the teachers in Trashigang were in same age group that has similar interest. The result showed that the experienced teachers accepted new and young teachers as colleagues. Perhaps, the teacher's code of conduct that emphasizes much on the relationship among colleagues plays a vital role to earn the cohesive force of the teaching family (Dorji, 2007).

This was congruent with the hygiene factors of Herzberg's two-factor theory; it refers to the relatedness needs of Alderfer's ERG theory; and it refers to the needs for affiliation (nAff) of McClelland's acquired needs theory. These theories all agree that maintaining friendly and warm relations among the workers is of utmost importance to boost their working morale, especially the cooperation among themselves. Furthermore, the result was steady with Maslow's hierarchy of needs theory that talks about love and social needs. It includes need for love, affection, sense of belongingness in one's relationships with others, and be a part of community.

5.2.2 Teacher rapport with principal

The findings indicated that 78.9 percent of the teachers in Trashigang district agreed of having good rapport with principal. Especially, the teachers did not hesitate to discuss the school problems with their principal. The reason could be that the

schools' principals in Trashigang were mostly “the picks of the basket”; and almost all of them were well trained in administration and management of schools. As such, they were professionally competent, they had genuine interest in teachers and their work, and they had ability to communicate and skillful in human relations.

The findings supported the view of Riley (2004). Riley said that the teacher morale is either motivated or affected by the management style of principals. It is important for principals to realize that a one-size-fits-all approach to management is inadequate for the simple reason that people are different. Different personalities respond to different management styles; getting to know individual teachers will help a principal determine how best to use various management controls to motivate different teachers and boost their morale.

The result was also consistent with the Maslow's needs theory. The theory tells that the principal's job is to create work environment that responds positively to teacher needs. The finding further supports the two-factor theory of Herzberg. The theory informs that the morale among workers could be raised if there was a quality of supervision and conducive relationship of principals with their coworkers. Similarly, the finding supported the study of Photharom (2001) on worker's morale, who found that there is a relationship between the worker's morale and leadership quality. If the leaders and workers can work together, there will be a good environment. The workers will have good morale, trust, and assist each other, which are good rewards from their work.

It was, however, found that teachers were not given much freedom to criticize administrative policies at staff meetings. The reason could be due to the cultural ethics of the nation that a few principals still stick to the age-old notion of ‘yes boss’ and the tradition of ‘hope for the best’ taking up top-down policies as granted.

5.2.3 Satisfaction with teaching

The satisfaction with teaching was found moderately high with 78.9 percent of the respondents agreeing collectively and 21.1 percent probably, agreed. There were no teachers who disagreed with this factor, which indicated that most teachers loved to teach, felt competent in their job, enjoyed their students, and believed in the future of teaching as an occupation. As explained by Benge and Hicky (1984), morale is the

net result of the job satisfaction of employees in a specified group. High levels of morale are depended on achieving high level of job satisfaction.

It was seen that most of the teachers in Trashigang district took up the teaching profession out of genuine interest. This corresponded with the study of Tschohl, (1999) & Messmer, (2001a, 2002) (cited in Riley, 2004) who found that teachers who exhibit high morale are ones who do not rely on management or any other extrinsic rewards to encourage their growth and provide a satisfactory work environment. High morale teachers are proactive in assessing their professional and emotional work needs and take steps to see that those needs are met. They meant to suggest that while management should play an active role in ensuring the morale of its employees, the employees themselves are just as accountable for their own morale in the workplace. Perhaps, this was why their satisfaction with teaching showed high. Especially the item that stated, "I really enjoy working with my students", measured the highest.

However, most the teachers seemed to be dissatisfied with regard to the item that stated, "I am at a disadvantaged professionally, because other teachers are better prepared to teach than I am". It was a sign of humility that teachers expressed it this way and it showed their optimism to keep going with learning professionally. This was fitting with the literature that teaching is much more than a Job. Being a teacher is a way of life. One is a teacher not only when one stands in front of the classroom, but also as one walks through life, applying what one knows, understands, and can do (Mishra, 2000). Thus, teachers should have a passion for lifelong learning in order to fuel their pursuit of new knowledge, new experiences, and new opportunities to learn.

The reason for dissatisfaction could be due to the inadequate opportunities for their professional advancements. The ministry of education was unable to provide in-service trainings, workshops and seminars to all the teachers due to the increasing number of teachers in the field with limited slots for both the in-country and out-side country trainings programs. As per the general statistics of education, (2007) there were 20 national courses catering to 2345 teachers only out of 5372 teachers in the country, during the academic year 2006-2007.

5.2.4 Teacher workload

Teacher workload was another aspect that resulted with moderately high teacher morale. While 50.5 percent of the respondents, probably agreed, 45.4 percent of them completely agreed to have reasonable workload in schools. This was an indication that teachers were not taxed by the extra works besides teaching such as record keeping, clerical work, “red tape,” community demands on teacher time, extra-curricular load, and keeping up to date professionally. As per the literature, more challenging works lead to high level of morale. By nature, teaching is a challenging profession that needs a lot of personal efforts and self- sacrifices.

The findings responded to the literature as most of the teachers were teaching more than 22 hours per week excluding other numerous co-curricular, extra-curricular and clerical activities. This may be because of the shared job responsibility as per the capacity of each individual teacher. Decentralization and delegation of responsibility and authority by the principals; and the principle of right person for the right job; on right time at the right place were practiced in schools.

5.2.5 Teacher status

Teacher status was also found as moderately high. While 51.5 percent of the respondents probably agreed, 48.5 percent completely agreed on having good teacher status. Interestingly, no respondents rated “probably disagree” and “disagree” scales of the factor. This was an indication that teachers in Trashigang enjoyed little respect and regards from the society. They also enjoyed the benefits afforded by teaching to them. This could be because the teachers were considered as a source of inspiration to the people and the role model of the society. According to the literature, teacher morale is high when a teacher feels that he is an accepted member of the society. This has responded to Maslow's and Herzberg's needs theory (Ellis, 1984), which contended that the increase of self-esteem or status of individual that was considered as high level of psychological needs would increase satisfaction and morale.

It was, however, found difficult for the teachers to gain acceptance by the people in the community as a real part of them. This corresponded to the teachers' answer to the open-ended questionnaires, where they expressed that the teachers were looked down by the society. This could be simply due to negative feelings that the

teachers have about their job prospective as compared to the other jobs in the civil services. In addition, the people in Bhutan rather consider the teaching as a matter of no choice than the matter of chance.

5.2.6 School facilities and services

The other teacher morale that measured moderately high was the school facilities and services. While majority of the respondents (48.5%) agreed completely with the factor, 40.7 percent of them probably, agreed. This was an indication that there were adequate facilities, supplies and equipments, and the procedures for obtaining materials and services were efficient. The possible reasons could be due to equal distribution of budget and supplies to all schools according to their size and level, and irrespective of the school settings. All schools were provided with the basic facilities such as furniture, textbooks, stationery, and buildings as per the plans and programs or more importantly as per the requirement of the schools.

This finding supported Herzberg's hygiene factor of "working conditions". It says that the environment in which people work has a tremendous effect on the level of pride for them and for the work, they are doing. Here, it refers to physical environment that covers infrastructures of school building, classroom, furniture, playground, computer facilities, laboratories, etc. If these facilities are available in a school, teachers tend to be satisfied with their job, thus, raising their morale. If these facilities are scarce in schools, teachers tend to be dissatisfied, thus, affecting their morale.

The library facilities and classroom space were, however, found to be inadequate for the comfortable teaching and learning atmosphere. This could be because of the fact that most of schools in Trashigang were located in remote places, inaccessible to road point. Thus, the uniformity in supplying the library facilities and materials for construction were not possible due to the transportation problem.

5.2.7 Community pressure

The community pressure is yet another factor that measured moderate teacher morale with 69 percent of the respondents probably agreed. The result had an indication that community expectation with respect to teacher's personal standards, his participation in outside-school activities, and his freedom to discuss controversial

issues in the classroom were neither high nor low. As seen earlier, the community involvement in the process of educational activities was at moderate level, so was their pressure on teachers. The community did not bother much about teachers' personal or professional lives nor did they ignore it completely. One possible reason could be due to ignorance of the people that most people in the community are illiterate with little or no modern education as evident in the "Fact Sheet" (Population and Housing Census 2005). The result of the census showed that there were 75.9 percent of literate population in urban against 52.1 percent in rural. While the illiterate population was 24.1 percent in urban, 47.9 percent illiterates were found in rural Bhutan. As such, it could be concluded that the illiterates did not know much about the importance of education whereby, they remain in neutral not much bothering the teachers' personal or professional lives in schools.

The finding was impartial to the theoretical concept of Lumsden's (1998) observation of community pressure on teachers. He observed that the teachers in today's schools are not only teaching specific content and mentoring in the love of learning, but functioning as social workers. Accordingly, the community's expectations are increased along with their negative perceptions of schools that have contributed to an erosion of teacher morale

5.2.8 Teacher salary [Incentives]

The morale factor of teacher salary [incentives] was found at the moderate level. 51.6 percent of the respondents probably agreed, while only 23.7 percent of them disagreed. This indicated that teachers were neither very satisfied nor very dissatisfied with their salary and incentive schemes. One possible reason could be that they closed their eyes to how much they were paid, but the key point was the perception of their role that affects how high or low their morale was.

According to the literature, high morale teachers remain in teaching mostly, because they are motivated by interpersonal rewards, the approval of colleagues, family and friends and the pleasure gained from the job itself. Their high morale comes from the actual process of working in a school, not from the surrounding issues of incentives. However, salary and incentives are not to disregard completely. They are needed as motivating factors for teachers.

The findings indicated that teachers were not very happy with regard to the policies under which teacher incentives were granted. It meant that there was no incentive schemes worked out, for work that the teachers do other than their dry salaries. The result supported the principle of P/PC balance formulated by Covey (1989). According to his principle, there should be a balance or equity between the work efforts that teachers put and the incentives that they get or should be getting. The reason may be due to the lack of other sources of income in teaching services to fulfill their needs and expectations. Unlike the other civil servants, teachers do not have much movements to earn the traveling and daily allowances (TA/DA). Gruneberg, 1979 (cited in Jr. Stemple, 2004) rightly says that job satisfaction [morale] is being determined not only by the nature of the job and its context with the organization, but also by the needs, values and expectations that the individuals have in relation to their job.

5.2.9 Community support of education

The last aspect of teacher morale factor that fell at the range of moderate level was the community support of education. While 44.9 percent of respondents probably agreed, 3.1 percent of them disagreed with this. The finding indicated that the people's understanding of the importance of education and their willingness to support a sound educational program was neither high nor low.

The reason may be that, since the government is doing a maximum part for the provision of education in the country, the community seemed to be botherless about the educational activities in school. They played neutral part in supporting the educational programs in their community. In addition, it could be due to education and ignorance of the community people. People in the community are either educated or uneducated. While the educated understood the importance of education, the uneducated did not. Kommer, (2005) in his study on teacher morale found that community support was one factor that lead to higher teacher morale regardless of teacher's background, school location, or whether or not the school is public or private. However, without the educated lots in the community the community support is least expected.

5.2.10 Transfer and deployment policies

Transfer and deployment policies had the lowest level of teacher morale of all the ten morale factors and was rated as moderately low. While 50 percent of the respondents probably disagreed, 3.1 percent of them completely disagreed. Thus, the overall level was moderately low, measuring each aspect at the range of moderately low and moderate teacher morale. The findings revealed that there was no fairness in the implementation of transfer and deployment policies as endorsed in the Annual Education Conferences. It was found that among all the 100 items of the 10 morale factors, “The teachers feel that the policy of teacher serving in remote school for at least 3 years is followed strictly”, measured the lowest. The teacher also felt that the policy of teacher student ratio was not followed strictly and most teachers in school were not from the community.

The result corresponds to the comments and suggestions of the respondents in this research, where the teacher transfer and deployment policies were found to be the most pressing factor that affected the teacher morale in Trashigang district. The finding was also in line with the results identified by State of Education Report (2006) to improve the quality of education. The report says that the deployment and transfer of district education officers, principals and teachers were not in line with the deployment policy. (Kuensel, February 9, 2007).

The finding was supported by the Adam’s equity theory and Herzberg’s hygiene factor that talks about the fairness and justice of the organizational policies towards its employees. The theory says that if teachers are not treated as equally as their co-workers are or as equally as their work inputs, they tend to feel neglected and unsatisfied. This in turn leads to dissatisfaction and ultimately affects their teaching morale.

The reason could be probably that there are a few teachers who have never had chance to serve in urban schools, while a few teachers never experience teaching in remote schools. This seemed to be a serious negligence from the part of concerned authorities. However, one should not forget the undeniable fact that no amount of fairness and justice is going to satisfy every individual considering the complexity of issues. When one talks about the unfairness of the concerned authorities, he/she should think about the issues and circumstances that crop up unavoidably during the

implementation processes. Stemple, (2004) exactly says that issues of fairness and justice can be a matter of ‘the eye of the beholder’. There is always the possibility that what one thinks or believes is not congruent with what is actually happening.

5.3 Comparisons of the teacher morale in Trashigang district based on individual and organizational factors

5.3.1 Individual factors

5.3.1.1 Age

The findings revealed that the overall teacher morale of all age groups; less than 30 years, 30 – 40 years and above 40 years was at the moderately high level. In addition, the results confirmed that the teacher morale concerning difference in age was statistically significant. When compared each age group to one another, it was observed that teachers who were above 40 years have higher morale than any other age groups. The teachers who were between the ages of 30-40 years have higher morale than the teachers below the age of 30 years do. Thus, it can be concluded that ‘older the age of teachers, higher was the teacher morale’.

The finding supported the previous research of Dorji (Kuensel: 2007) on teacher morale. He found that younger teachers expressed having low morale than the older teachers in Bhutan. Furthermore, the finding supported the research of Glenn, Taylor & Weaver, 1977 (cited in Dorji, 2007) on job satisfaction. They found that as workers grow older they are more satisfied with their job. Similarly, when teachers grow older, their morale level becomes higher because of the intrinsic and extrinsic rewards of work, including income, authority, and autonomy of the job (Dorji, 2007). Guarino et al., (2004) and Photharom (2001) also found that the morale is generally low with the very young teachers with 2-3 years teaching experience and high with the staff who are 41 and above years of age.

This could be because, the older teachers have gained more experiences and they were matured enough to adjust with their work and the environment around them. The literature says that with an advancement of age, people would have gained skills, knowledge, intelligence, form, judgment and morale. On the contrary, younger teachers have more expectations and they tend to be fickle-minded finding difficulty to fiddle with their work situations. When it fails to meet their expectations, then the

dissatisfaction occurs that adversely affects their morale. Moreover, the younger teachers seemed to have more options for better jobs than the older ones.

5.3.1.2 Gender

The result indicated that the overall teacher morale in Trashigang district was at the moderately high level for both male and female. The study also demonstrated that there was no statistically significant difference between gender and teacher morale. The result did not support the findings of Mata et al., 1989 and Kathina 2002 (cited in Dorji, 2007), who found that females were likely to have higher morale than their male counterparts were.

The finding also, did not support the studies carried out in Japan and Germany by Ninomiya & Okato, 1990; and Lissmann & Gigerich, 1990 (cited in Photharom, 2001) respectively, that showed more men than women who enjoyed teaching as a profession. The reason could be due to non-discriminatory policy of the Royal Government of Bhutan against the gender. Under the policy, females enjoy the equal opportunities with males in terms of salary, promotion and acceptance of any positions in schools.

5.3.1.3 Level of education

The research findings confirmed that the overall morale of teachers compared by the level of education was moderately high. There was statistically significant difference in the level of teacher morale with regard to level of education. The teachers with the qualification of master's degree were found to have higher morale than the teachers with bachelor's degree. The findings supported the Herzberg's two-factor theory which states that individual who have higher level of education enjoy more because of the intrinsic values such as achievements, recognition, work itself, responsibility, advancement, growth and social status. Ellis, 1984 (DeBruyne, 2001) rightly pointed out that administrators would "boost morale" and would motivate teachers more by using intrinsic rewards rather than extrinsic rewards. In addition, the teachers who have master's degree were mostly old and seasoned. They could adjust well with their jobs and experience comfort zone with their qualification.

On the other hand, teachers with bachelor's degree were mostly young and inexperienced. They feel insecure and unsatisfied of their jobs; thus, they seemed to

look for other better options of job in their life. Most of the time, they expect more of extrinsic rewards such as salary, working conditions, security, status, organizational policies, good relationships, good leadership, etc., (Herzbergs hygiene factors).

However quite contrastingly, the teachers with the qualification of post secondary were found to have higher morale than the teachers with bachelor's degree. This supported the previous researches of Weaver, 1978 (Dorji, 2007) and Manee Ouicharon, 1985 (Photharom, 2001), which state that individuals with more education have low morale. The reason is that the individuals with more education have more options in the job markets and need not develop high identification with particular job. The genuine reason in this study could be that almost all the teachers with post secondary qualification were old, experienced, and matured because the post secondary teacher training had been phased out since a few years ago. On the other hand, the teachers with bachelor's degree were mostly young and inexperienced because of the increased in the intake capacities of bachelor's degree trainings in recent years.

5.3.1.4 Year of experience

The research results demonstrated that the overall teacher morale in Trashigang district with regard to year of experience was at the moderately high level. The result also confirmed that there was statistically significant difference on teacher morale by their year of experience. The teachers with the teaching experience of above 20 years have higher morale than any other year of experiences. The teachers between the experiences of 10-20 years have higher morale than the teachers below 10 years of teaching experience do. Thus, it can be said that, 'as the teachers become more experienced, they tend to have higher morale'.

The finding supported the previous researches by Photharom, (2001) and Guarino, & et al., (2004), who found that morale is generally low with the young teachers with not many years teaching experiences. For instance, younger and less experienced teachers tend to feel more alienated and powerless, whereby they experience more stress. On the other hand, old and experienced teachers have more knowledge and skills in their field of teaching. This creates more demand of their job, thereby ascertaining their job security. Furthermore, the senior and experienced teachers usually have a place of high prominence in the Bhutanese society. Seniority

is one criterion of the Bhutanese education system for the selection of abroad trainings, workshops, seminars and promotions for any higher positions (Dorji, 2007).

5.3.1.5 Initial career goal

The findings of the research proved that the teachers who entered the teaching profession with genuine interest and the ones who took out of no options fell at the range of moderately high teacher morale. The teachers who took to teaching under somebody's compulsion and others like winter vacation, social status and grades, and learning opportunity fell at the moderate level of teacher morale. In addition, the result confirmed that there was a significant difference on the level of teacher morale with regard to their initial career goal. The teachers who entered the teaching profession out of genuine interest have higher teacher morale than the teachers who took teaching out of somebody's compulsion. The reason could be that the teaching profession in Bhutan still occupies the prominent place in the society that they enjoy the high reverence and status in the community and in the society as a whole.

The result did not support the previous study of Thompson, (1960) who found that many teachers actually did not regard teaching as a 'calling,' but were satisfied that they had chosen as wisely as they might have from among the limited careers that were open to them. Since their initial career dream was not to become a teacher, teaching career for them became rather a matter of chance than the matter of choice. Furthermore, it was inconsistent with the literature that teaching has become employment of last resort among university graduates and secondary school leavers in many countries (Bennell (2004).

5.3.2 Organizational factors

5.3.2.1 School level

The overall teacher morale in Trashigang district was at the moderately high level for both primary and secondary schools. The result confirmed that there is no statistical significant difference on the level of teacher morale when compared to school level. The findings did not support the study of Black (2001), who found that primary teachers have high morale than secondary teachers.

The reason could be due to the non-discriminatory management and the administrative policies of the government for both the primary and secondary schools.

Irrespective of the school level and qualification, the teachers under the Position Classification System (PCS) are placed at the good position (P5) like any other graduates in other sectors. All teachers are equally entitled to promotion up to P3 through broad banded positions and P2 and above through competitions based on post vacancies. In addition, the principals in both the level of schools are equally competent in their management and leadership skills. They seemed to follow the principle of shared governance. Ellis (1984) found that majority of school principals use the policy of shared governance to effectively improve morale and motivate their staff, because shared governance or participatory management enhances teachers' professional status and their ownership in the planning and operation of school.

5.3.2.2 School size

The research findings concluded that the overall teacher morale in Trashigang district was at the moderately high level for both small and large schools. The result also confirmed that there was no statistical significant difference on the level of teacher morale, while comparing to the school size. The finding did not support the study of Stemple (2004), who says that with an increase in school size come more extra and co-curricular activities, thus more supervisory responsibilities, and more activities to monitor. This in turn put more pressures and stresses on teachers leading to low morale. The reason could be that, irrespective of the size of schools the government policies on management and administration are the same in Bhutanese schools. The principals in both the large and small schools are equally competent in managing and leading their school. Furthermore, opportunities of professional development and career advancements are given equally to all the teachers irrespective of the school size.

5.3.2.3 School setting

The study results validated that the overall teacher morale in Trashigang district was at the moderately high level in both urban and rural schools. It was also confirmed that there was no statistical significant difference between teacher morale and the school setting. The reason could be again the uniformity of policies on school management and administration, irrespective of school settings. The other probable reason could be due to the provision of difficulty area allowance to the teachers

working in remote schools that the teachers keep up their morale as high as the teachers in urban setting. According to the Bhutan Civil Service Rules and Regulations 2006, a difficulty allowance shall be paid to a civil servant posted to a place beyond one *dholam* (beyond 3 hours of walk) from the motorable road.

The findings did not support the study of Mulkeen, (2005), who found that teachers in urban schools have higher morale than teachers in rural schools do. There are difficulties and challenges to those teachers who serve in rural schools. Inaccessible to motorable road, no electricity, lack of basic facilities, less access to health care, shortage of teachers, and uneducated parents are a few of the notable difficulties. Furthermore, one of the concerns about working in rural areas is that the quality of life is not being as good. Teachers have concerns about the quality of accommodation, the classroom facilities, the school resources and the access to leisure activities. Teachers also see rural areas as offering fewer opportunities for professional advancement. Urban areas offer easier access to further education. In addition, teachers in rural areas are less likely to have opportunities to engage other developmental activities, or in national consultation or representative organizations.

CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

This chapter sums up the research findings and presents them in the following headings:

- 6.1 Summary of the research findings
- 6.2 Recommendations

6.1 Summary of research findings

This study was about factors affecting teacher morale under Trashigang District in Bhutan. It intended to determine the level of teacher morale in the district. The study also aimed to identify the possible statistically significant differences of the teacher morale and thrash out in relation to the individual factors such as age, gender, level of education, year of experience, and initial career goal; and the organizational factors such as school level, school size, and school setting. The findings of the study resulted in recommendations to the government and the agencies concerned, devising strategies to boost teacher morale.

It was a survey research, using questionnaires to collect data. The researcher used the quantitative data to find out the possible statistically differences in teacher morale. Descriptive statistics like percentage, frequency, mean, and standard deviation were used for describing the general characteristics of the sample. Inferential statistics such as student *t*-test and ANOVA were applied for studying the significant differences between the teacher morale and the affecting factors. The studied population was the national teachers under Trashigang district in Bhutan with the sample size of 194 teachers. Stratified sampling was used in the sample selection to ensure the proportionate representation of teachers according to the level and setting of schools. The results of the study were as follows:

6.1.1 Socio-demographic of the sample

Majority of the respondents in the study were males (61.3%) and most of them (57.2) were less than 30 years of age. Many of them were holding the qualification of bachelor's degree (51.5%) with less than 10 years of teaching experiences. Of the 194 respondents in this study, 69.1% joined teaching with genuine interest and the rest joined out of no options or because of somebody's compulsion or with other reasons such as teaching allowance, vacations, social status, continuous learning opportunity, and grades. It was found that most of the respondents (56.2%) were from secondary schools, 55.7% of them worked in large schools, and 69.1% were from urban schools.

6.1.2 Overall teacher morale in Trashigang district

The findings from this study confirmed that the overall teacher morale in Trashigang district was moderately high ($\bar{X} = 2.88$) as measured by the adapted questionnaires of *Purdue Teacher Opinionaire*. When compared 10 morale factors to each other, the findings were as follows:

1. Rapport among teachers had the highest level of teacher morale of all the 10 different morale factors with $\bar{X} = 3.36$.
2. Transfer and deployment policies had the lowest level of teacher morale of all the 10 different morale factors with $\bar{X} = 2.09$.
3. Teacher rapport with principal, rapport among teachers, satisfaction with teaching, teacher workload, teacher status, and school facilities & services fell within the range of moderately high teacher morale.
4. Teacher salary [incentives], community support of education, and community pressure fell within moderate teacher morale.
5. Transfer and deployment policies fell within the range of moderately low.
6. Among all the 100 items of the 10 morale factors, "I really enjoy working with my students", measured the highest.
7. Among all the 100 items of the 10 morale factors, "The teachers feel that the policy of teacher serving in remote school for at least 3 years is followed strictly", measured the lowest.

6.1.3 Comparisons of teacher morale by individual factors

The findings indicated that overall teacher morale of all age group in Trashigang district was moderately high. The teacher morale was statistically significant. A significant difference was shown to exist between the teacher morale factors of teacher rapport with principal, community support of education, and transfer and deployment policies; when compared with the age group. It was observed that as teachers grow older, they tend to have higher morale.

The results of the study confirmed that the overall teacher morale in Trashignag district was at the moderately high level for both the males and females. There was not a significant difference between the teacher morale and the gender. Nevertheless, there was a slight difference between the overall mean scores of male and female. This indicated that the morale level of female is slightly higher than male's morale.

The research findings showed that the overall morale of teachers in Trashigang district, compared by the level of education was moderately high. It was statistically significant. A significant difference was between the morale factor of teacher status and their age. The teachers with master's degree were found to have the highest morale than the teachers with bachelor's degree and post secondary. Teachers with bachelor's degree were having the lowest morale.

The research results established that the overall teacher morale in Trashigang district with regard to year of experience was at the moderately high level. Statistically, it was found significant. A significant difference was shown to exist between the teacher morale factors of teacher rapport with principal, rapport among teachers, and community support of education; when compared with the age group. As the teachers become more experienced, they tend to have higher morale.

The finding of the research with regard to initial career goal was that the teachers who entered the teaching profession with genuine interest and the ones who took out of no options fell at the range of moderately high teacher morale. The teachers who took to teaching under somebody's compulsion and others like winter vacation, social status, learning opportunity, and grades fell at the moderate level of teacher morale. There was a significant difference on the level of teacher morale with regard to their initial career goal. The differences was shown to exist between the

morale factors of satisfaction of teaching, teacher status, community support of education, and transfer & deployment policies; when compared with initial career goal. It was found that the teachers who entered the profession out of genuine interest have higher morale than the ones who entered out of no options and others.

6.1.4 Comparisons of teacher morale by organizational factors

The overall teacher morale in Trashigang district was at the moderately high level for both primary and secondary schools. The result confirmed that there is no statistical significant difference on the teacher morale when compared to school level. Nonetheless, there was an insignificant difference in the overall mean scores of primary and secondary schools. The secondary school teachers have higher morale than the primary school teachers do.

The overall teacher morale in Trashigang district was at the moderately high level for both small and large schools. The result also confirmed that there was no statistical significant difference on the teacher morale; when compared to the school size. However, there was an insignificant difference between the overall mean scores of small and large schools. The teachers in large schools were found to have higher morale than the teachers in small schools do.

Lastly, it was found that the overall teacher morale in Trashigang district was at the moderately high level in both urban and rural schools. The result showed that overall teacher morale between urban and rural settings was not statistically significant. Yet, while comparing the overall mean scores of the urban and rural schools, an insignificant difference was observed. The morale of urban schoolteachers was slightly higher than the morale of rural schoolteachers.

Initially, the researcher expected that there would be statistically significant differences in teacher morale between the groups of organizational factors as discussed in the literature review (Chapter 2). Especially the school setting was thought to have much influence on teacher morale because, practically, the researcher had observed that the teachers in remote schools were more frustrated than in urban schools. The results, however, showed insignificant differences between them.

The possible reason could be that since the morale is a feeling or a state of mind rather than an action or an outcome, it is subject to change at any time and at

any moment. At the time of this study, the teachers should have been in a state of contentment due to the recent policy on the provision of difficulty area allowance to the teachers working in remote schools. According to the Bhutan Civil Service Rules and Regulations 2006, a difficulty allowance shall be paid to a civil servant posted to a place beyond one *dholam* (beyond 3 hours of walk) from the motorable road. Furthermore, the 87th Session of National Assembly resolved that the teaching allowance be reinstated as a approach to retain and attract more qualified and quality teachers. It seems that this worked out as a morale booster to teachers during the course of this study,

6.2 Recommendations

6.2.1 Recommendations from the findings

The following recommendations are made based on the analyses of surveys and testing instruments regarding the factors affecting teacher morale in Trashigang district:

1. Yearly or bi-yearly evaluations of teacher morale should be taken so that school principals could be in touch better with the morale of their teachers.

2. Although morale factor of teacher rapport with principal was found to be moderately high, principals still need to improve their ability to enable teachers to act. They need to develop better cooperative working relationships, listen more to diverse points of view, support decisions made by teachers, foster and develop trust, and give the freedom and latitude for teachers to act.

3. Because transfer and deployment policies have the largest effect on lowering teacher morale, the concerned authorities should consider implementing the policies more fairly and coherently. In addition, teachers should be deployed as per the teacher student ratio in their community. Teachers serving in remote schools for more than 3 years should be given chance to serve in urban schools as per the policy. This will not only help improving the teacher morale, but will help promote the principles of good governance.

4. Although the morale factor of teacher salary [incentives] was found at the moderate level, the concerned authorities should consider including some supplements to teacher salaries such as merit pay, hardship allowances, travel

allowance, free or subsidized housing, low interest loans, scholarship for children; bonuses for regular attendance and students achievements; additional earnings, fringe benefits, etc.

5. Although the community support of education and community pressure were found at the moderate level, the concerned authorities should educate the people and make them understand the necessity of the community support and pressure for their children's education.

6. Training opportunities for teachers at the local, district, regional, national, and international levels should be offered to aid building confidence in their profession, because this aspect was found to have measured moderately low by the respondents.

7. The concerned authorities should providing teachers with adequate teaching learning materials like library facilities and resources with spacious classrooms.

8. The system should be established by the concerned authorities to raise the status or the recognition of the teachers among the people in the community

9. The concerned authorities should devise some working strategies to boost the teacher morale amongst the young and inexperienced teachers.

10. The concerned authorities should workout the ways to attract good and qualified teachers because it was found that some teachers (30.9%) were in teaching profession with no genuine interest.

6.2.2 Recommendations for future studies

This study focused on the level of morale among teachers in Trashigang district. Through its findings, the researcher hopes that awareness will prevail over all the concerned authorities and the school leaders of the importance and role that teacher morale plays in the success of a school. The researcher expects that at the very least, teacher quality can be improved just by creating an awareness and recognition of morale in schools. The following are recommendations for future research:

1. A study conducted with the larger and more diverse population of teachers would prove interesting and more pragmatic.

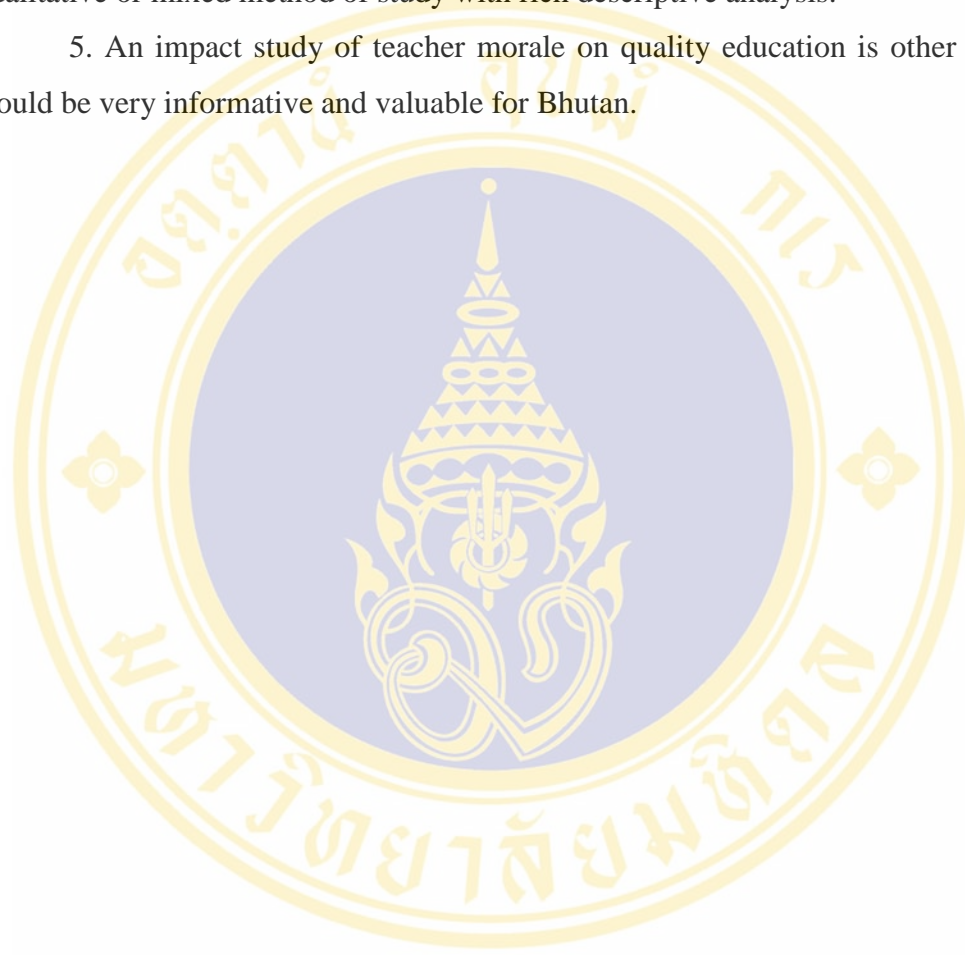
2. A more comprehensive study one that includes all factors that affect quality of education such as curriculum, teacher quality, and morale over a large span of time

would be of interest and valuable.

3. A study on how the morale affects teachers' professional performance and the students' achievements would be meaningful and of interest.

4. A deeper understanding of teacher morale could be acquired through a qualitative or mixed method of study with rich descriptive analysis.

5. An impact study of teacher morale on quality education is other area that would be very informative and valuable for Bhutan.



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7th October, 2007.

The Offtg. Dzongdag,
Dzongkhag Administration,
Trashigang.

Sub: Permission for Data Collection.

Honorable Dasha,

I am currently a M.Ed. Candidate in Educational Management at Mahidol University, Thailand. As required in partial fulfillment of the program, I intended to do a research on teacher morale in Trashigang Dzongkhag.

The purpose and overall goal of this study is to understand better teacher morale in the Dzongkhag in comparison to socio-demographic and organizational factors. I plan to use the instrument called "*The Purdue Teacher Opinionaire*" for this study. For a complete study, I would like to include 30 schools of diverse organizational settings, levels and sizes. All responses will remain confidential, with neither schools, principals, nor teacher's names ever being revealed.

I respectfully request your permission to survey all national teachers of the 30 sampled schools in the Dzongkhag. Your kind permission and support are crucial to this study, and will be greatly appreciated. I have included a copy of a survey instruments for your kind review.

Thank you for your kind support and consideration with this request. The results of this study may be available to your office upon its completion and your instruction.

Yours sincerely,

(.....)

Leki Wangdi,

Asstt. DEO

Copy to:

1. The District Education Officer, Dzongkhag Administration, Trashigang for his kind information and further permission.

DAT/EDN-2(7)/2007/

Date:- 10/10/2007.

The Principal,

.....

Trashigang.

Sub: Approval for Data Collection.

Dear Sir,

Mr. Leki Wangdi, the then Asstt. DEO of this Dzongkhag is currently pursuing his education at Mahidol University in Thailand. As required in partial fulfillment of his program, he is doing a research on teacher morale in Trashigang Dzongkhag. The overall objective of his study is to understand better teacher morale in this Dzongkhag in comparison to the socio-demographic and organizational factors.

From the objective, it is obvious that the results of his study will serve as a baseline to understand the teacher morale in our Dzongkhag; and this in turn will help us to facilitate or initiate plans and programs to boost teacher morale in our schools.

In view of its importance, I hereby endorse his proposal to collect data from the teachers of the sampled schools of his study. Furthermore, I look forward for your necessary supports and cooperation to him in the process of his data collection.

Thanks for your kind cooperation.

Yours sincerely,

(.....)

Dorji Passang,

District Education Officer.

Copy to:

Mr. Leki Wangdi, for his information.

10th October 2007.

Dear

I am Leki Wangdi, the then ADEO of this district. I am currently conducting a study for my thesis dealing with teacher morale in Trashigang district vide approval letter No.DAT/EDN-2(7)/2007/3846, dated October 10, 2007 of the District Education Officer. The objectives of this study are: 1) to determine the level of teacher morale under Trashigang district, and 2) to compare teacher morale by their individual and organizational factors.

This study is conducted using surveys given to all the national teachers of the sampled schools. This instrument will be used for the sole purpose of gathering data for the study and should only take a few moments of your time. Please fill out all the questionnaire items carefully. Your participation and input in this research is essential to the success of my study and will be highly appreciated.

Since these surveys remain “nameless”, your anonymity is guaranteed. Access to survey will be restricted to the researcher only, to protect the confidentiality of all the respondents. Individual respondents and schools will never be referred to by name to protect each from identification. All statistical analyses will be presented in summary form with no one person or school being identified.

Once again, thank you for your kind cooperation and continuous support.

Yours sincerely,

(.....)

Leki Wangdi,

Asstt.DEO.

Copy:

The District Education Officer, Dzongkhag Administration Trashigang, for his kind information.

Part 1 Individual Characteristics

Direction: Put \surd in [] of your choice or fill in the blank.

1. **Age:**years
2. **Gender:** 1. Male [] 2. Female []
3. **Level of Education:** 1. PTC/ZTC [] 2. B.Ed [] 3. M.Ed []
4. **Year of experience in teaching:** years
5. **Initial career goal:**
 1. Joined teaching out of genuine interest []
 2. Joined teaching because of somebody's compulsion []
 3. Joined teaching out of no options []
 4. Any others [] (Please specify.....)

Part 2 Organizational Characteristics

Direction: Put \surd in [] of your choice.

1. In which level of school do you work?
 1. Primary/Community []
 2. Secondary []
2. In which category of school do you work?
 1. Less than 500 students []
 2. 500 students and above []
3. In which school setting do you work?
 1. Urban []
 2. Rural []

Part 3 Teacher Morale

Adapted from Purdue Teacher Opinionnaire prepared by Bentley and Rempel (1968)

This instrument is designed to provide you the opportunity to express your opinions about your work as a teacher and various school problems in your particular school situation. There are no right or wrong responses, so do not hesitate to mark the statement frankly. Please do not record your name on this document. Read each statement carefully. Then indicate whether you (1) disagree, (2) probably disagree (3) probably agree, and (4) agree with each statement. Circle your answer using the following scale:

Disagree **Probably Disagree** **Probably Agree** **Agree**
 1 **2** **3** **4**

| | | | | | |
|----|--|---|---|---|---|
| 1 | The work of individual teachers is appreciated and commended by our principal. | 1 | 2 | 3 | 4 |
| 2 | Teachers feel free to criticize administrative policy at staff meetings called by our principal. | 1 | 2 | 3 | 4 |
| 3 | Our principal shows no favoritism in his relations with the teachers. | 1 | 2 | 3 | 4 |
| 4 | Our principal makes a real effort to maintain close contact with the teachers. | 1 | 2 | 3 | 4 |
| 5 | Our principal's leadership in staff meetings challenges and stimulates our professional growth. | 1 | 2 | 3 | 4 |
| 6 | My principal makes my work easier and more pleasant. | 1 | 2 | 3 | 4 |
| 7 | Our principal understands and recognizes good teaching procedures. | 1 | 2 | 3 | 4 |
| 8 | The lines and methods of communication between teachers and principal in our school are well developed and maintained. | 1 | 2 | 3 | 4 |
| 9 | My principal shows a real interest in my work. | 1 | 2 | 3 | 4 |
| 10 | Our principal promotes a sense of belonging among the teachers in our school. | 1 | 2 | 3 | 4 |
| 11 | Our principal is concerned with the problems of the teachers and handles these problems sympathetically. | 1 | 2 | 3 | 4 |

| | | | |
|-----------------|--------------------------|-----------------------|--------------|
| Disagree | Probably Disagree | Probably Agree | Agree |
| 1 | 2 | 3 | 4 |

| | | | | | |
|----|---|---|---|---|---|
| 12 | I do not hesitate to discuss my school problem with my principal. | 1 | 2 | 3 | 4 |
| 13 | My principal acts interested in me and my problems. | 1 | 2 | 3 | 4 |
| 14 | My school principal supervises rather than "snoopervises" the teachers in our school. | 1 | 2 | 3 | 4 |
| 15 | My principal has a reasonable understanding of the problems connected with my teaching assignment. | 1 | 2 | 3 | 4 |
| 16 | I feel that my work is judged fairly by my principal. | 1 | 2 | 3 | 4 |
| 17 | Our principal makes effective use of the individual teacher's capacity and talents. | 1 | 2 | 3 | 4 |
| 18 | Teachers feel free to go to principal about problems of personal and group welfare. | 1 | 2 | 3 | 4 |
| 19 | There is no deal of gripping, arguing, taking sides, and feuding among our teachers. | 1 | 2 | 3 | 4 |
| 20 | Generally, teachers in our school do not take advantage of one another. | 1 | 2 | 3 | 4 |
| 21 | The teachers in our school cooperate with each other to achieve common, professional and personal objectives. | 1 | 2 | 3 | 4 |
| 22 | Experienced teachers accept new and younger teachers as colleagues. | 1 | 2 | 3 | 4 |
| 23 | The competency of the teachers in our school compares favorably with that of teachers in other schools that I am familiar with. | 1 | 2 | 3 | 4 |
| 24 | Our teaching staff is congenial to work with. | 1 | 2 | 3 | 4 |
| 25 | My teaching associates are well prepared for their jobs. | 1 | 2 | 3 | 4 |
| 26 | Our school teachers have no tendency to form into "cliques". | 1 | 2 | 3 | 4 |
| 27 | The teachers in our school work well together. | 1 | 2 | 3 | 4 |
| 28 | The cooperativeness of teachers in our school helps make our work more enjoyable. | 1 | 2 | 3 | 4 |
| 29 | The teachers in our school have a desirable influence on the values and attitudes of their students. | 1 | 2 | 3 | 4 |
| 30 | Other teachers in our school are appreciative of my work. | 1 | 2 | 3 | 4 |
| 31 | The teachers with whom I work have high professional ethics. | 1 | 2 | 3 | 4 |
| 32 | The teachers in our school show a great deal of initiatives and creativity in their teaching assignment. | 1 | 2 | 3 | 4 |

| Disagree | Probably Disagree | Probably Agree | Agree |
|----------|-------------------|----------------|-------|
| 1 | 2 | 3 | 4 |

| | | | | | |
|----|---|---|---|---|---|
| 33 | Teaching gives me great deal of personal satisfaction. | 1 | 2 | 3 | 4 |
| 34 | Teaching enables me to make my greatest contribution to society. | 1 | 2 | 3 | 4 |
| 35 | I love to teach. | 1 | 2 | 3 | 4 |
| 36 | If I could plan my career again, I would choose teaching. | 1 | 2 | 3 | 4 |
| 37 | I would recommend teaching as an occupation to students of high scholastic ability. | 1 | 2 | 3 | 4 |
| 38 | Even if I could earn as much money in another occupation, I won't stop teaching. | 1 | 2 | 3 | 4 |
| 39 | I find my contact with students, for the most part, highly satisfying and rewarding. | 1 | 2 | 3 | 4 |
| 40 | I feel that I am an important part of this school system. | 1 | 2 | 3 | 4 |
| 41 | I feel competent and successful in my present position. | 1 | 2 | 3 | 4 |
| 42 | I enjoy working with students' activities, clubs, etc. | 1 | 2 | 3 | 4 |
| 43 | I am at a disadvantaged professionally, because other teachers are better prepared to teach than I am. | 1 | 2 | 3 | 4 |
| 44 | As far as I know, the other teachers think I am a good teacher. | 1 | 2 | 3 | 4 |
| 45 | The "stress and strain" resulting from teaching makes teaching more desirable and challenging for me. | 1 | 2 | 3 | 4 |
| 46 | Most of the actions of students are enlightening me. | 1 | 2 | 3 | 4 |
| 47 | My students regard me with respect and seem to have confidence in my professional ability. | 1 | 2 | 3 | 4 |
| 48 | My students appreciate the help I give them in their school works. | 1 | 2 | 3 | 4 |
| 49 | To me there is no more challenging works than teaching. | 1 | 2 | 3 | 4 |
| 50 | As a teacher, I think I am as competent as most other teachers. | 1 | 2 | 3 | 4 |
| 51 | I really enjoy working with my students. | 1 | 2 | 3 | 4 |
| 52 | I am well satisfied with my present teaching position. | 1 | 2 | 3 | 4 |
| 53 | The teachers feel that their suggestions pertaining to incentives are adequately transmitted by the administration to the board of education. | 1 | 2 | 3 | 4 |
| 54 | I am satisfied with the policies under which teacher incentives are granted. | 1 | 2 | 3 | 4 |

| Disagree | Probably Disagree | Probably Agree | Agree |
|-----------------|--------------------------|-----------------------|--------------|
| 1 | 2 | 3 | 4 |

| | | | | | |
|----|---|---|---|---|---|
| 55 | Within the limits of financial resources, the school tries to follow a generous policy regarding fringe benefits professional travel, professional study, hardship allowance. | 1 | 2 | 3 | 4 |
| 56 | The incentive policies are administered with fairness and justice. | 1 | 2 | 3 | 4 |
| 57 | Teachers clearly understand the policies governing salary increases and incentive entitlements. | 1 | 2 | 3 | 4 |
| 58 | The incentives schedule in our school adequately recognizes teachers' competency. | 1 | 2 | 3 | 4 |
| 59 | Details, "red tapes" and required reports absorb not much of my time. | 1 | 2 | 3 | 4 |
| 60 | Teachers in this school are expected to do a reasonable amount of record keeping and clerical works. | 1 | 2 | 3 | 4 |
| 61 | My teaching load is at par with that of most of the teachers in other schools. | 1 | 2 | 3 | 4 |
| 62 | The extra-curricular load of teachers in our school is reasonable. | 1 | 2 | 3 | 4 |
| 63 | The number of hours a teacher must work is reasonable. | 1 | 2 | 3 | 4 |
| 64 | The school schedule places my classes at an advantage. | 1 | 2 | 3 | 4 |
| 65 | Keeping up professionally is not much of a burden in my school. | 1 | 2 | 3 | 4 |
| 66 | My teaching loads do not restrict my nonprofessional activities. | 1 | 2 | 3 | 4 |
| 67 | My teaching profession gives me the social status in the community that I desire. | 1 | 2 | 3 | 4 |
| 68 | Teaching enables me to enjoy many of the material and cultural things I like. | 1 | 2 | 3 | 4 |
| 69 | Our community makes its teachers feel as though they are a real part of the community. | 1 | 2 | 3 | 4 |
| 70 | Teaching affords me the security I want in an occupation. | 1 | 2 | 3 | 4 |
| 71 | My teaching job enables me to provide a satisfactory standard of living for my family. | 1 | 2 | 3 | 4 |
| 72 | This community respects its teachers and treat them like professional persons. | 1 | 2 | 3 | 4 |
| 73 | Teaching gives me the prestige I desire. | 1 | 2 | 3 | 4 |

| Disagree | Probably Disagree | Probably Agree | Agree |
|-----------------|--------------------------|-----------------------|--------------|
| 1 | 2 | 3 | 4 |

| | | | | | |
|----|---|---|---|---|---|
| 74 | It is difficult for teachers to gain acceptance by the people in this community. | 1 | 2 | 3 | 4 |
| 75 | Most of the people in this community understand and appreciate good education. | 1 | 2 | 3 | 4 |
| 76 | In my judgment this community is a good place to raise a family. | 1 | 2 | 3 | 4 |
| 77 | The people in this community, generally, have a sincere and whole-hearted interest in the school system. | 1 | 2 | 3 | 4 |
| 78 | This community is willing to support a good program of education. | 1 | 2 | 3 | 4 |
| 79 | The people in this community thinks that the school is for their children, thus give full support to any activities of schools. | 1 | 2 | 3 | 4 |
| 80 | This community supports ethical procedures regarding the transfer and deployment of members of the teaching staff. | 1 | 2 | 3 | 4 |
| 81 | The community expects its teachers to meet reasonable personal standard. | 1 | 2 | 3 | 4 |
| 82 | As a teacher in this community, my nonprofessional activities outside of school are not restricted. | 1 | 2 | 3 | 4 |
| 83 | Teachers in this community feel free to discuss controversial issues in their classes. | 1 | 2 | 3 | 4 |
| 84 | Our community expects the teachers to participate in reasonable social activities. | 1 | 2 | 3 | 4 |
| 85 | Community pressure helps me to do my best as a teacher. | 1 | 2 | 3 | 4 |
| 86 | Generally, there is not much of community pressure on teachers. | 1 | 2 | 3 | 4 |
| 87 | My school provides me with adequate classroom supplies and equipments. | 1 | 2 | 3 | 4 |
| 88 | The procedures for obtaining materials and services are well defined and efficient. | 1 | 2 | 3 | 4 |
| 89 | My school provides me with adequate materials for preparing teaching aids. | 1 | 2 | 3 | 4 |
| 90 | Our school provides adequate clerical services for teachers. | 1 | 2 | 3 | 4 |
| 91 | Library facilities and resources are adequate for the grade or subject area which I teach. | 1 | 2 | 3 | 4 |
| 92 | Classrooms in our school are spacious to accommodate the students comfortably and to display teaching aids. | 1 | 2 | 3 | 4 |

Disagree **Probably Disagree** **Probably Agree** **Agree**
1 2 3 4

| | | | | | |
|-----|--|---|---|---|---|
| 93 | There are adequate classroom furniture. | 1 | 2 | 3 | 4 |
| 94 | Classrooms are well ventilated. | 1 | 2 | 3 | 4 |
| 95 | Teachers in this school feel that the concerned authority are doing justice on teacher transfer and deployment. | 1 | 2 | 3 | 4 |
| 96 | The teachers feel that the policy of teacher serving in remote school for at least 3 years is followed strictly. | 1 | 2 | 3 | 4 |
| 97 | The teachers feel that the policy of teacher deployment as per the teacher-student ration of 1:32 is followed in all schools. | 1 | 2 | 3 | 4 |
| 98 | Most teachers in our school are from this community. | 1 | 2 | 3 | 4 |
| 99 | Almost all the teachers in this school worked both in remote and urban schools. | 1 | 2 | 3 | 4 |
| 100 | Teachers in this school are generally happy on how the policies on transfer and teacher deployment are carried out by the concerned authorities. | 1 | 2 | 3 | 4 |

Part 4 Comments and other suggestions (This question is optional)

I. Please advise in order to build up teacher morale in your school and in nation as a whole considering the following factors:

1. Teacher rapport with principal.....
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2. Rapport among teachers.....
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3. Satisfaction with teaching.....
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4. Teacher salary [incentives].....
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5. Teacher workload.....
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6. Teacher status.....
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7. Community support of education.....
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8. Community pressure.....
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9. School facilities and services.....
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10. Transfer & deployment policies.....
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II. Your general comments on teacher morale in your school and in the nation.....
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Thank you for your kind cooperation.

BIOGRAPHY

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|------------------------------|--|
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